FY2013-14	Line Item(s)	Total EIA Appropriation
1	High Achieving Students	$26,628,246
2	Aid to Districts	$37,736,600
3	Student Health and Fitness Act - Nurses	$6,000,000
4	TECH Prep	$3,021,348
5	Modernize CTE Equipment	$6,359,609
6	Arts Curricular Grants	$1,187,571
7	Adult Education	$13,573,736
8	Students at Risk of School Failure	$136,163,204
9	High Schools that Work	$2,146,499
10	Education Economic and Development Act (EEDA)	$7,315,832
11	Assessment/Testing	$24,761,400
12	Reading	$6,542,052
13	Instructional Materials	$28,922,839
14	EAA -Technical Assistance	$6,000,000
15	PowerSchool/ Data Collection	$7,500,000
16	CDEPP- SCDE	$20,240,998
17	EIA -Four-Year-Old Child Development	$15,513,846
18	Teacher of the Year	$155,000
19	Teacher Quality	$372,724
20	Teacher Salary Supplement & Fringe Benefits	$141,523,712
21	National Board Certification	$54,000,000
22	Teacher Supplies	$13,596,000
23	Professional Development	$5,515,911
24	ADEPT	$873,909
25	Technology	$10,171,826
26	Transportation	$16,347,285
27	Education Oversight Committee	$1,293,242
28	Center for Educational Partnerships - USC	$715,933
29	SC Council on Economic Education	$300,000
30	Science P.L.U.S.	$503,406
31	Centers of Excellence - CHE	$537,526
32	Centers of Excellence to Prepare Teachers of Children of Poverty-Frances Marion	$350,000
33	Center for Teacher Recruitment, Retention and Advancement	$4,435,725
34	SC Program for Recruitment of Minority Teachers	$339,482
35	Teacher Loan Program	$5,089,881
36	ScienceSouth	$500,000
37	S^2TEM Centers SC	$1,750,000
38	Teach For America SC	$3,000,000
39	SC ETV – Public Education and Infrastructure	$4,829,281
40	SC Youth ChalleNGe Academy	$1,000,000
41	SC Autism Society - Parent-School Partnership Program - $350,000 by Proviso	
	Subtotal:	$616,814,623

Red denotes programs administered by at SCDE

FY2013-14	Line Item(s)	Total EIA Appropriation
	Other:	
	School Readiness Plan (Non-Recurring)	$590,000
	Other Agencies Teacher Salary	$11,532,710
	SCDE Personnel & Operations	$7,621,918
	Vetoed Public-Private Literacy	$50,000
	TOTAL EIA Appropriations:	**$636,609,251**

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: **High Achieving Students**

Current Fiscal Year: **2013-14**

Current EIA Appropriation: **$26,628,246**

Name of Person Completing Survey and to whom EOC members may request additional information: Janel Johnson

Mailing Address: 1429 Senate Street, Columbia, SC 29201

Telephone Number: 803-734-7814

E-mail: jejohnson@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

X_ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-29-170; Part 1B section 1A H63-DEPARTMENT OF EDUCATION-EIA,

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.37 and 1A.40

Regulation(s):

State Board of Education 43-220 Gifted and Talented; State Board of Education 43-258.1 Advanced Placement

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

_X__ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The mission of the Gifted and Talented (GT) portion of the category is as follows:

- to identify gifted and talented students in the academic domain through census testing in grade two and to provide access to the STAR performance task assessment in dimension C for grades two through five;
- to provide state identified gifted and talented students with the programming through gifted and talented classes, taught by properly endorsed GT teachers (who provide differentiated instruction at the correct depth, complexity, pace, and accelerated level); and
- to provide these students access to challenging curriculum to develop and nurture their potentials.

Students may be identified in grades one through eleven. Students are also identified locally in the gifted and talented artistic domain, and services are provided to help these students reach their potentials.

Furthermore, the South Carolina Department of Education (SCDE) shall regulate district programs through three-year plans, annual reports, and other surveys. The SCDE shall also provide technical support for the program and provide leadership on both state and national levels for gifted and talented programs.

The mission of the Advanced Placement (AP) portion of the category is to provide high school students the opportunity to participate in college-level experiences and to allow them to earn college credit by successfully participating in classes that are more rigorous and in-depth than other high school offerings. Additionally, students have equal access to the AP examinations throughout the state, contracting directly with the College Board to pay for the AP examinations.

The primary goals of the GT program are as follows:

- to provide opportunities for GT students to have access to academic and artistic programming offerings, based on individual student needs - even in lean budget years;
- to provide the appropriate on-going professional development to those professionals working with GT students by offering a comprehensive professional development series designed to increase understanding of GT students, to improve instruction and curriculum, and to offer better support structures for students' social emotional needs; and
- to continue to support an improved district program through better evaluation, continued planning support, and better communication from district to district through regional groups and electronic or online communication means.

The primary goals of the AP program are as follows:

- to increase the number of students scoring a three or higher on the AP exams;
- to increase the number of minority students enrolled in AP courses; and

- to increase the number of AP examinations taken by students and to provide graduate courses and other technical support for teachers as needed.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

For Gifted and Talented, the SCDE partnered with SCETV and The South Carolina Consortium for Gifted Education (SCCGE) to create over fifty videos (the total library now exceeds 100 professional development videos) to be used for professional development by school districts around the state in 2011.This project, which emphasizes "Gifted Classes in Action" and "Research Based Curriculum Training" offerings, continues in the current year. The target audiences for these videos are administrators; and all teachers including artistic teachers, gifted coordinators, guidance counselors, and teachers of gifted students. These videos are available through DVDs (thanks to SCCGE), e-media broadcasts, and online at Streamline through ETV. In support of these videos, there is a companion Moodle Course Shell, which offers many resources, assessments, and discussion boards for each video. This series was created to ensure the availability of professional development amid educational funding cuts. Graduate level endorsement courses were offered to provide endorsement and certification opportunities for teachers across the state. The SCDE offered twenty classes through grants with Institutes of Higher Learning in SC to enable GT teacher endorsement opportunities.

For Advanced Placement, the Summer AP Institutes for Teachers were offered throughout South Carolina (SC). The SCDE offered nineteen classes through grants with Institutes of Higher Learning in SC to enable AP teacher endorsement opportunities. In partnership with the College Board, the SCDE created the AP Teacher Network in order to create more collegial sharing between AP teachers who are successful and those who are seeking to elevate their instruction to enable more AP students to be successful in passing the AP exam.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

In gifted and talented, there were 82,049 academic students who were served and 19,028 artistic students who were served during the 2012-2013 school year. The number of teachers who took GT endorsement courses or courses towards certification was approximately 500. There are a total of approximately 8000 GT endorsed or GT certified teachers in the database, but there is still a need for approximately 600 more to become endorsed this year.

In Advanced Placement, 25,667 students took 41,246 AP courses both of which are up 9% from the previous year. The percentage of examinations with scores of 3 or higher for South Carolina public school students in 2013 was 57.8% which is up 8.7%. For the nation, during the same period, the percentage of examinations with scores of 3 or higher for all students was 59.0%. For all passed examinations, students receive both college and high school credit.

The estimated number of International Baccalaureate Examinations taken in 2013 was 4,401. Of those, 54.1% (2383) percent received a passing score of 4 or higher. For all passed examinations, students receive both college and high school credit.

Data may be found at the following Web address: http://ed.sc.gov/agency/cfo/finance/Fiscal-Systems/SSA13135.txt; http://ed.sc.gov/data/national-assessments/ AP data source was the College Board Student Achievement Report 2012-13 embargoed until Sept 24th 11:00 am EDT.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

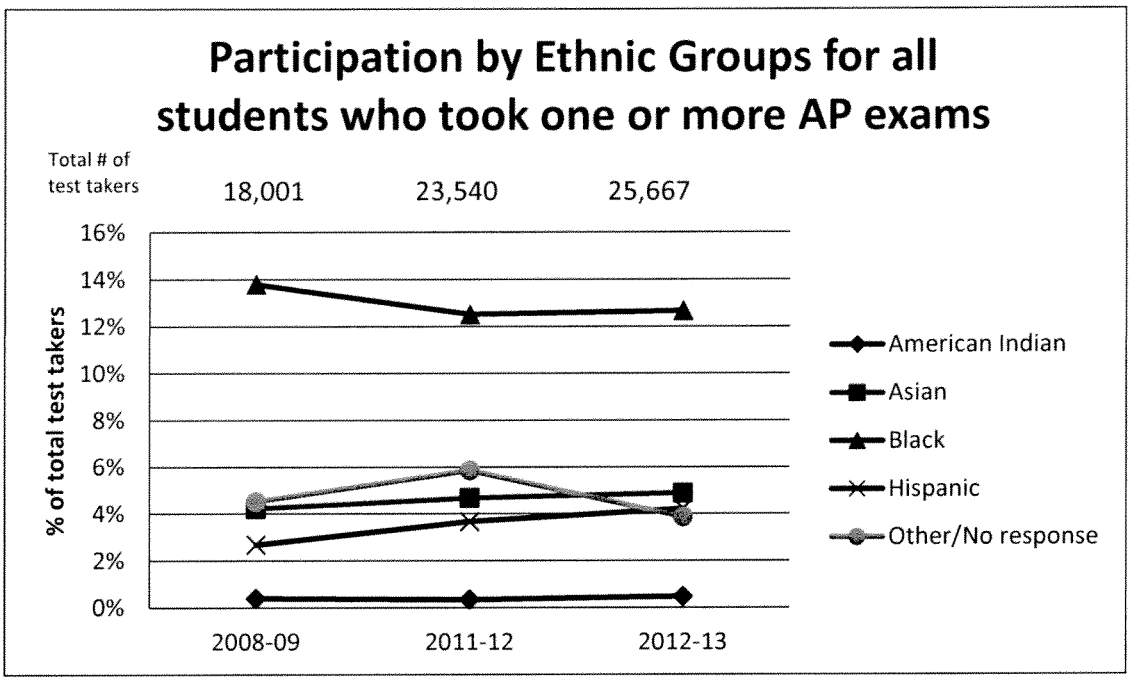
Based on the 135th day reports, 82,049 students participating in the GT areas were in academic programs and 19,028 were in the artistic programs, for a total of 101,077students. In the AP area, the number of participants was 38,035. For GT identification screening, 101,598 students participated in CogAT testing (56,584) and ITBS testing (45,014) screening of second graders. There were over 25,000 participants in the STAR Performance Task Assessment for 2012.

On all May PASS 2013 assessments (ELA, Math, Science, and Social Studies), 96.86% of students in an Academic GT program met the state standards (scored met or exemplary). This percentage does not take into consideration the student's area(s) of strengths. These figures reflect whether a student was coded as GT, even if the student was only served in one content area; their results were included in these percentages. Most of the GT population is gifted in only one area, but the score reflect all of their scores on the PASS test.

Approximately 750 teachers took grant funded endorsement classes in GT and AP. These graduate courses offer the professional pedagogy and content knowledge for teaching GT and AP students. Over 85% of the districts utilized the Gifted and Talented Professional Development Outreach Series of videos for professional development in the first year of existence. The SCDE expect these numbers to grow as the series was released in the fall after school began.

For the AP areas, there were increases in participants (9%), exams taken (9%), and those scoring 3-5 (8.7%) in 2013. The number of minority students increased 18.3% in South Carolina and of these, 15.7% more exams were passed by these students over the prior year. In other words, more students from all ethnicities are gaining access to these college level courses in South Carolina, and more are being successful at gaining college credit for the courses. Research has shown that even by taking the course (and not passing the national exam), the student is more likely to finish college in four years compared to those who do not take an AP class. (At the time of this report, data for the 2012-2013 was had not been unavailable.)

The number of students taking the exam has increased steadily since 2008-09 from 18,001 to 25,667 (Figure 1) with participation by some ethnic groups increasing while others declined. Participation by white students has remained relatively steady at 74.4% (08-09) to 73.0% (11-12) to 73.9% (12-13). AP data source was the College Board Student Achievement Report 2012-13 embargoed until Sept 24th 11:00 am EDT.



In South Carolina, 1413 students took 4401 International Baccalaureate Exams in the 2013 school year. This figure reflects an increase from 2012 when 3828 exams were taken. The students who pass the exam with a 4 or higher also earn college credit. In 2013, the passage rate for exams statewide was 54.1%

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

2005-2006

Has an evaluation ever been conducted?

__X__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

This information can be found on the EOC reports on GT programs at http://www.eoc.sc.gov/reportsandpublications/Pages/default.aspx#ganchor . Significant achievement gaps exist for all target ethnic and poverty status groups. At a few under performing schools, the GT students are not being adequately served. Teacher turnover and administrator turnover at underperforming schools impact offerings and performance. The size of service disparities is impacted immensely by lack of funding to provide adequate training, resources, and services. High student performance in science needs to be addressed. The College Board annually provides reports on AP participation and performance. These reports may be accessed at http://professionals.collegeboard.com/data-reports-research/ap .

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X__Yes

____ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Most of the High Achieving Students funding is "flow through" to the districts. The limited funding retained by SCDE is dedicated to Gifted and Talented Identification Assessments, Advanced Placement Exams, International Baccalaureate Examinations, and professional development or initial teacher training through grant funded courses for both GT endorsement and AP endorsement. Over the past four years, the funds allocated for these students have not increased. The number of students has increased significantly due to flexibility of certain programmatic requirements which help ensure gifted and talented students are properly challenged and properly instructed by endorsed teachers who understand the unique needs of gifted and talented students. The numbers have greatly increased in the upper middle grades and the high school grades due to the allowances of non-endorsed teachers in providing instruction and due to class size ratios being suspended. Over the past four years, the number of state identified gifted and talented students has increased about 15 % due to the flexibility measures. This increase, along with the stagnated funding, has forced some districts to cut back to a minimal programmatic position on serving these students. These cutbacks mean students may not have access to the proper academic and artistic programs in their areas of strength, which hampers them reaching their full potentials.

If 5-10% of the funding were cut, the only areas for which the cuts could be made would be to eliminate some of the GT and AP teacher training. The elimination of this requirement would allow teachers who lack the proper training to teach these high ability students. Research has demonstrated that students are more likely to reach their full potentials with teachers who are properly trained and who understand how to teach these students with special needs. Any additional cuts would have to be absorbed directly by the districts, which further hinder students from reaching their full potentials. Some districts are currently only offering gifted and talented classes in one academic area (rather than a minimum of mathematics and English language arts), and they are using the funding cuts to justify this limited programming offering. Several districts are asking for waivers to combine grade levels for GT classes so they can minimize teacher costs. The per pupil extra funding has decreased in the last four years from over $500 per student to about $180 per student, though funding was fully restored for the 2013-14 year to the levels specified in the statute. Districts are struggling to provide adequate services with these decreases already. Any additional cuts would further jeopardize districts' attempts to maximize GT students' potentials. On the AP side, many schools are dropping AP course opportunities due to cuts. Several International Baccalaureate programs have also been cut in recent years due to funding.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The mandates for identifying and serving the state's gifted and talented students and for providing Advanced Placement classes and examinations would remain in place. Since International Baccalaureate Programs are not mandated and they only receive limited support from the state (through partial reimbursement of IB exams for the high school level programs), districts would continue to drop these programs, although research has clearly demonstrated how successful these programs are for students and how much parents love having this public school choice. The IB programs were beginning to start in some of the middle and elementary schools before the implementation of conservative budget practices.

No further support for Advanced Placement would lead to teachers not being properly trained, more of the examination burden would shift to students (creating access and equity issues), and more schools would scale back the AP course offerings. In these economic times, earning college credits in high school and attempting college level courses while having the extra supports in the high school setting is advantageous to students. Student to teacher ratios would likely increase leading to less individualized assistance with this extremely challenging curriculum. The number of students taking these more rigorous classes has been increasing about 10% each year over the last four years, so students clearly want to take the more challenging coursework. The funding has not kept up with these increases to help support students.

In Gifted and Talented Programming, limited funding may lead to a reduction in GT artistic funding that flows through to the districts. Continued district cuts will further scale back the GT artistic programming options to a limited grade level and in only one core artistic area. Currently, there are districts that do not offer services in the GT artistic area although this area is mandated. The number of districts who do not offer services at all would likely increase. Districts have already cut services for these high achieving students, and they are using budget cuts as an excuse to not provide proper services these students need.

Gifted and Talented professional development and initial training (areas noted as weak in the EOC's program evaluation) would continue to be cut. The requirement for GT teachers to have a GT endorsement was reinstated for the 2013-14 year, though teachers currently assigned to teach GT who lack an endorsement have a 1 year grace period in which to earn that endorsement.

Regulatory changes suggested:

- Raise the minimum GT funding a district receives (for 40 or less state identified students) to at least half of a teacher's salary.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

___ The same as appropriated in the current fiscal year's appropriation

_____ An increase over the current fiscal year's appropriation

_____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

HIGH ACHEIVING STUDENTS

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$26,628,246	$26,628,246
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		$0
TOTAL:	**$26,628,246**	**$26,628,246**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services	$2,000,000	$2,500,000
Supplies & Materials		
Fixed Charges		
Travel	$427	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$24,616,648	$24,128,246
Other: Transfers		
Balance Remaining	$11,171	
TOTAL:	**$26,628,246**	**$26,628,246**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Aid to Districts**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$37,736,600**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734-3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

_X_ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

N/A

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Provisoa 1A.38; 1A.57

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objectives of this program are 2 fold: to ensure continued levels of funding for classrooms and to (2) to ensure special education Maintenance of Effort is maintained at the state and local levels.

According to the provisos directing this funding, funds must be first determined to meet the MOE requirements before the Aid to District component can be determined.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Audited financial data is collected each year to ensure program financial viability.

The Department of Education reviews student and financial data at the 45th and 135th days of school to ensure the state is meeting state maintenance of effort for special education students.

The appropriation is split between funding for special education and Aid to Districts to be used as needed by SC school districts.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The appropriation gives districts additional funding to serve their special education population. This funding also ensures that the State meets its Maintenance of Effort for special education programs as required by the federal Individual's with Disabilities Education Act (IDEA).

In the 2012-13 school year, after the review of 135-day data, the state was able to reduce its level for MOE and increase the Aid to District portion of the appropriation.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The major outcome is to ensure that Maintenance of Effort (MOE) requirements of service to special education statewide are met. After review of the 135-day student and financial date, the MOE was met and the level of payment ot MOE was surpassed by approximately $4 million thus increased the Aid to District funding.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

N/A Program is in the first year of implementation

Has an evaluation ever been conducted?

___**Yes**

_X__**No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__ **Yes**

_X_ **No**

If yes, please provide URL link here.

If no, why not? Not required.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

According to proviso 1A.38, the special education portion cannot be reduced due to budget reductions. If the remaining the funds are reduced districts may use other local funds to offset potential budget reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If this program is not funded in 2013-14 or reduced, districts/state could have a difficult meeting required federal maintenance of efforts requirements for IDEA/Special Education. The state could potentially lose federal IDEA funding if the MOE requirements are not met.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

AID TO DISTRICTS

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA - Recurring	$37,736,600	$37,736,600
EIA - Non-recurring		
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		$0
TOTAL:	**$37,736,600**	**$37,736,600**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$37,736,600	$37,736,600
Other: Transfers		
Balance Remaining		
TOTAL:	**$37,736,600**	**$37,736,600**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Student Health and Fitness Act (SHFA) - Nurses**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$6,000,000**

Name of Person Completing Survey and to whom EOC members may request additional information:

Cathy Young-Jones

Telephone Number:

803-734-3194

E-mail:

CYJONES@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

XX Other: Funding for elementary school nurses began in 2007-08 as part of the Students Health & Fitness Act (SHFA) and was funded solely with general funds through 2010-2011. In 2011-2012 funding for elementary school nurses was provided from general funds and EIA funds. The combined amounts from general funds and EIA funds do not fully cover the actual the salaries and fringe benefits for one school nurse per elementary school.

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

TITLE 59. EDUCATION * CHAPTER 10. PHYSICAL EDUCATION, SCHOOL HEALTH SERVICES, AND NUTRITIONAL STANDARDS

SECTION 59-10-210. Funding for licensed nurses for elementary schools. [SC ST SEC 59-10-210] Beginning with the 2007-08 school year, the General Assembly, annually in the General Appropriations Act, shall appropriate funds to the Department of Education to provide licensed nurses for elementary public schools. The State Department of Education shall make these funds available through a grant program and shall distribute the funds to the local school districts on a per school basis.

SECTION 59-10-370. Funding for implementation of chapter. [SC ST SEC 59-10-370]
Each phase of implementation of this chapter is contingent upon the appropriation of adequate funding as documented by the fiscal impact statement provided by the Office of State Budget of the State Budget and Control Board. There is no mandatory financial obligation to school districts if state funding is not appropriated for each phase of implementation as provided for in the fiscal impact statement of the Office of the State Budget of the State Budget and Control Board.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

2013-2014 Appropriation Act

1.61. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent

possible and to provide licensed nurses for elementary public schools. Twenty seven percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available through a grant program for school nurses and shall be distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the school nurse grant program.
Accessed at:
http://www.scstatehouse.gov/query.php?search=DOC&searchtext=H63&category=BUDGET&year=2013&version_id=7&return_page=&version_title=Appropriation%20Act&conid=7363615&result_pos=0&keyval=28245&numrows=10

Regulation(s):

None applicable.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes
_X_ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Purpose
To assure quality healthcare services for students during school that help each student meet his/her educational goals and that keep students in class where they can learn.

Goal for SHFA Funding
To meet the national standards of having a full-time licensed nurse for each school with minimum ratios of RN school nurses-to-students as follows:

- 1:750 for students in the general population
- 1:225 in the student populations requiring daily professional school nursing services or interventions
- 1:125 in student populations with complex health care needs, and
- 1:1 as necessary for individual students who require daily and continuous professional nursing services.

Objectives for 2013-2014 School Year

1. To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.
2. To maintain or increase the percentage of schools with a full-time licensed nurse employed to provide direct nursing services for students.

3. To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population.

Notes

- Schools must accommodate and provide a free appropriate public education for students who quality as having a disability under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973. Accommodations often include nursing services.
- SC passed the Students with Special Health Care Needs Act in 2005 which requires an individual healthcare plan (IHP) for students with special health care needs even if they do not qualify for a federal 504 plan (Section 59-63-80 of the SC Code of Laws). The development of the individual healthcare plan is consistent with the scope of practice for registered nurses as described in the SC Nurse Practice Act (Section 40-33 of the SC Code of Laws). The services agreed upon by those required to authorize a student's health plan may require nurses to provide the services.
- Many students require medications to fully participate in their educational program and the administration of medications falls within the scope of nursing practice (Section 40-33 of the SC Code of Laws).

References

- Caseload Assignments: http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/ArticleId/7/Caseload-Assignments-Revised-2010
- Healthy People 2020 (Educational and Community-based Programs Objective 5): http://www.healthypeople.gov/2020/topicsobjectives2020/objectiveslist.aspx?topicId=11

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Funds to assist with elementary school nurses' salaries and benefits are distributed to local school districts via a non-competitive formula grant. At the end of the grant period each school district submits a Summary Report that includes the name of the elementary school, the name of the nurse providing services at the elementary school, and the actual amount of the salary and fringe benefits paid during the grant period for each nurse.

Total Funds Awarded to Grant Recipients for Elementary School Nurses (2012-2013 General Funds & EIA Funds)	Total Requested by Grant Recipients for One Elementary School Nurse Per Elementary School (2012-2013)
$20,817,176	$32,964,192

To assist school districts with facilitating integration of school nurses into schools' student support systems and retaining school nurses, the SC Department of Education in partnership with the SC Department of Health and Environmental Control, through the work of the State School Nurse Consultant, provides the following services:

1. Technical assistance via e-mail and phone.
2. Information sharing via listservs for school nurses and school health services contacts and web pages on the SC Department of Education's and SC Department of Health & Environmental Control's websites.
3. Orientation for Nurses Practicing in South Carolina's School Settings: The "Orientation for Nurses Practicing in South Carolina's School Settings" is a three-day course designed to complement a school district's orientation for recently hired nurses by providing an introduction to issues pertinent to successful nursing practice within a coordinated school health framework. There is no registration fee for this course; however participants are responsible for costs related to travel, lodging and meals. Participants earn nursing continuing education contact hours. During FY 2012-2013, the Orientation was held September 26 – 28, 2012 (48 participants representing 21 local education agencies).
4. Annual School Nurse Conference: The Annual School Nurse Conference is a major source of nursing continuing education contact hours for South Carolina's school nurses. During FY 2012-2013, the Conference was held on January 25 – 26, 2013 (446 participants).
5. School Nurse Program Advisory Committee (SNPAC): School districts are invited to assign a registered nurse to participate as a member of the SNPAC. The State School Nurse Consultant organizes committee meetings and serves as the chairperson. The SNPAC meets three (3) times each school year to:
   - review current health status indicators of South Carolina's school-aged children,
   - develop or revise standards, procedures, and/or policies for statewide dissemination,
   - offer input for the development of new school nursing initiatives and/or program changes,
   - review materials for school health services programs,
   - identify ways to maximize the available health care resources, and
   - provide guidance regarding continuing education programming for school nurses.

   SNPAC meeting dates for FY 2012-2013 were October 25, 2012, February 7, 2013 and April 25, 2013

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program? Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

School nurses submitted data for the two-week period, January 27, 2013 thru February 9, 2013 as a snapshot of the number of student and staff encounters for which they provided nursing services. An encounter represents each student or staff member for which nursing services were provided during the survey period. Multiple nursing services may have been offered during an encounter. See the tables below. The data suggest that during the 2012-13 school year 33,684 students were provided direct school health services by school nurses each school day (336,841 student encounters / 10 days) and that each nurse provided direct health services for approximately 30 students each school day (33,684 students / 1,123.20 nurse FTEs). Mass screening activities were not counted as part of the Two-Week Encounters Survey.

While the Students Health & Fitness Act funding focuses on providing elementary school nurses, its impact may extend beyond the elementary grades because school districts are encouraged in the grant application to use supplanted funds to improve their nursing infrastructure for other grades. Thus data for elementary, middle, and high schools are included below.

SCHOOL NURSE ENCOUNTERS & SERVICE DESCRIPTIONS
TWO WEEKS: JANUARY 27, 2013 THROUGH FEBRUARY 9, 2013
(PRELIMINARY DATA)

Data Element	Elementary	Middle	High	Other*	TOTAL
Student Encounters	196,834	78,347	51,058	10,602	336,841
Student Medications	73,588	28,606	15,842	4,399	122,435
Student Illness Treatments	79,603	34,467	24,478	3,399	141,947
Student Injury Treatments	28,219	10,394	5,976	1,165	45,754
Student Health Counseling	43,063	20,981	14,447	2,231	80,722
Parent/Teachers Communication	80,235	23,755	15,972	3,432	123,394
Students Returned to Class	176,727	70,144	45,053	9,793	301,717
Students Sent Home	17,865	6,696	5,539	717	30,817
Students Sent for Immediate Care	438	236	247	26	947
Staff Encounters	11,922	4,290	5,359	739	22,310

*Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

SCHOOL NURSE ENCOUNTERS – SPECIAL PROCEDURES FOR STUDENTS* TWO WEEKS: JANUARY 27, 2013 THROUGH FEBRUARY 9, 2013 (PRELIMINARY DATA)					
Special Procedures*	**Elementary**	**Middle**	**High**	**Other****	**TOTAL**
Catheterization	696	237	331	31	1295
Tracheostomy Care	151	51	0	27	229
Suctioning	214	58	15	53	340
Diabetes Monitoring	11,541	7,929	4,380	355	24,205
Tube Feeding	1,714	171	494	594	2,973
Nebulizer Treatments	1,528	213	101	55	1,897
Toileting/Diapering	3,818	837	493	375	30,939
Ventilator Management	0	20	0	0	61,878
Dressing Change	194	131	120	51	123,756
Screening (Not Mass Screening)	3230	852	506	193	247,512
TOTAL	23,086	10,499	6,440	1734	41,759

*This table does not reflect all of the special procedures provided; only those for which data were specifically requested.
** Other schools refer to schools that include a combination of grades that make it difficult to categorize it as an elementary, middle, or high school (e.g., schools that serve students in grades K – 12).

In addition to the services represented by the Two-Week Encounters Survey, school nurses:

- provided health screening and referral services,
- developed individual healthcare plans (IHPs) for students with certain chronic health conditions as required under Section 59-63-80 of the SC Code of Laws and participated in the development of 504 Accommodation Plans (504 Plans),
- developed and/or participated in the development of 34,583 school health promotion activities,
- reported 1,152 instances of suspected child abuse or neglect or sexual abuse to DSS and/or law enforcement, and
- conducted 960 home visits.

The data in the following tables provide additional information regarding screening and referral services and IHPs and 504 Plans.

Students with IHPs and 504 Plans
(Preliminary data from the 2012-2013 School Nurse End of the Year Survey)

Chronic Health Conditions Table 1

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
ADD/ADHD	20801	9867	8399	1146	40213	2792	1057	667	238	4754	1346	909	858	41	3154
Allergies (Severe)	8258	2620	2810	328	14016	5025	1350	1018	209	7602	204	71	54	6	335
Asthma	27733	11049	10346	946	50074	9811	3401	2741	451	16404	208	153	186	2	549
Diabetes	746	707	1119	57	2629	558	590	794	53	1995	155	123	168	2	448
Epilepsy	1916	776	986	273	3951	1221	447	488	194	2350	93	84	73	1	251
Psychiatric Disorders*	2719	1411	1924	430	6484	272	142	178	87	679	208	197	172	15	592
Sickle Cell Anemia	546	196	231	21	994	233	80	99	8	420	28	15	31	0	74
Total	62719	26626	25815	3201	118361	19912	7067	5985	1240	34204	2242	1552	1542	67	5403

*The count for "Psychiatric Disorders" includes depressive disorders, anxiety disorders, phobias, conduct disorders, and pervasive developmental disorders.

Students with IHPs and 504 Plans (Continued)
(Preliminary data from the 2012-2013 School Nurse End of the Year Survey)

Chronic Health Conditions Table 2: Other Health Conditions not included in Chronic Health Conditions Table 1

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
Digestive System Disorder	583	257	285	78	1203	146	49	45	59	299	31	9	27	0	67
Cardiovascular Disorder	500	226	365	10	1101	118	47	81	2	248	6	12	18	0	36
Nervous System Disorder	487	173	391	65	1116	186	69	90	16	361	29	12	45	0	86
Eye/Visual Disorder	330	85	83	178	676	55	17	14	103	189	34	17	6	1	58
Skin Disorder	348	71	83	3	505	17	4	7	0	28	3	3	3	0	9
Ear/Hearing Disorder	469	167	159	67	862	144	16	63	1	224	40	21	22	1	84
Orthopedic Disorder	200	96	169	13	478	57	30	35	5	127	27	6	35	0	68
Muscular System Disorder	191	80	72	53	396	58	34	20	48	160	25	23	19	0	67
Immune System Disorder	246	35	38	7	326	19	25	18	2	64	6	5	12	0	23
Endocrine System Disorder	98	43	68	23	232	45	10	12	10	77	11	4	1	0	16
Excretory Disorder	85	98	45	6	234	32	19	11	1	63	9	4	3	0	16
Blood Disorder	143	45	49	3	240	47	21	25	2	95	4	6	2	0	12

Health Condition	# Students with Condition					# with IHP					# with 504 Plan				
	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total	Elem	Mid	High	Other	Total
Respiratory System Disorder	61	24	18	16	119	41	18	9	6	74	9	7	2	0	18
Cancer/Tumor	57	29	34	2	122	16	11	14	1	42	10	8	13	0	31
Reproductive System Disorder	5	1	21	0	27	1	0	0	0	1	1	0	0	0	1
Total	3803	1430	1880	524	7637	982	370	444	256	2052	245	137	208	2	592

Screening and Referral Services
(Preliminary data from the 2012-2013 School Nurse End of the Year Survey)

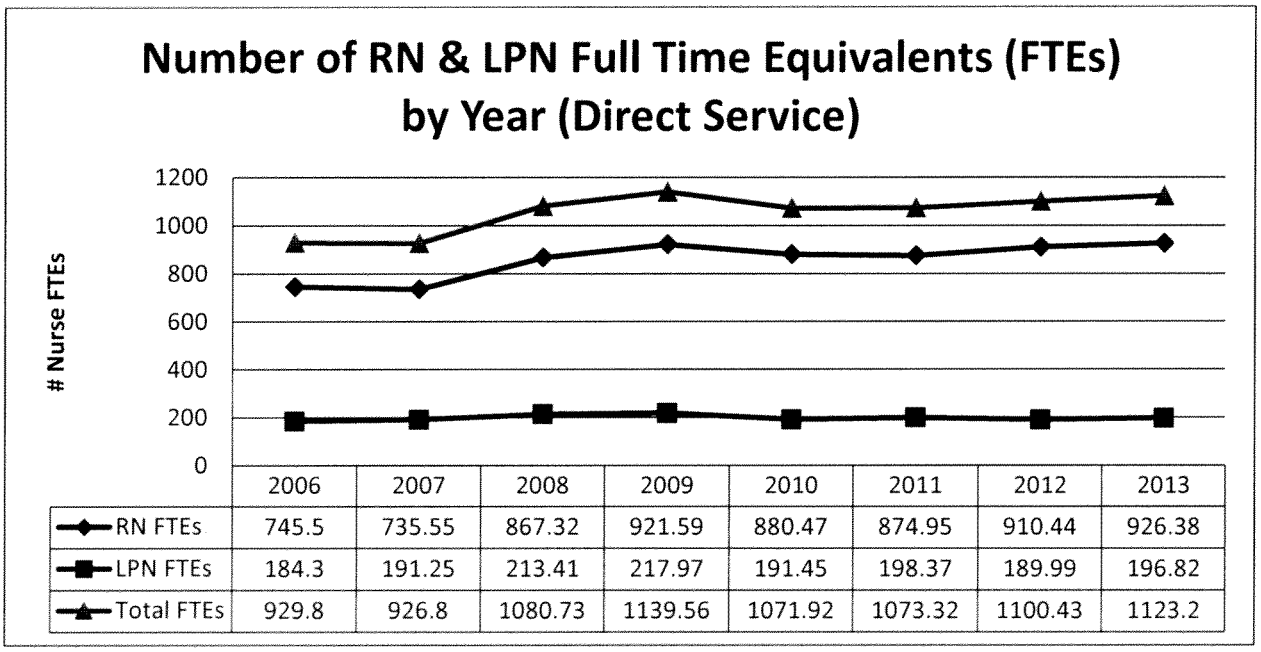
Screening	# Students Screened	# Referred	# Referrals Completed	% of Referrals Completed
Blood Pressure	51376	1096	711	65
BMI	66598	3054	387	13
Dental	142878	10820	5482	51
Hearing	268890	5004	3060	61
Postural	5042	99	44	44
Vision	346556	22894	12035	53
Total	881340	42967	21719	51

Question 6: What are the outcomes or results of this program?
Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Objective 1: To maintain or increase the number of licensed nurses (as measured in full-time equivalents) employed to provide direct nursing services for students in South Carolina's public schools.

Data Source: School Nurse Staffing Survey



	2006	2007	2008	2009	2010	2011	2012	2013
RN FTEs	745.5	735.55	867.32	921.59	880.47	874.95	910.44	926.38
LPN FTEs	184.3	191.25	213.41	217.97	191.45	198.37	189.99	196.82
Total FTEs	929.8	926.8	1080.73	1139.56	1071.92	1073.32	1100.43	1123.2

Objective 2: To maintain or increase the percentage of schools with a full-time (FT) licensed nurse employed to provide direct nursing services for students.

Data Source: School Nurse End of the Year Surveys (Preliminary Data)

Elementary School Nurse Staffing

School Year	# Elem Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	645	495	117	612 (94.9%)
2009-10	664	500	118	618 (93.1%)
2010-11	664	491	109	600 (90.4%)
2011-12	659	492	109	601 (91.2%)
2012-13	686	524	107	631 (91.9%)

Middle School Nurse Staffing

School Year	# Middle Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	234	158	38	196 (83.8%)
2009-10	231	160	29	189 (81.8%)
2010-11	236	162	32	194 (82.2%)
2011-12	237	159	36	195 (82.3%)
2012-13	237	167	31	198 (83.5%)

High School Nurse Staffing

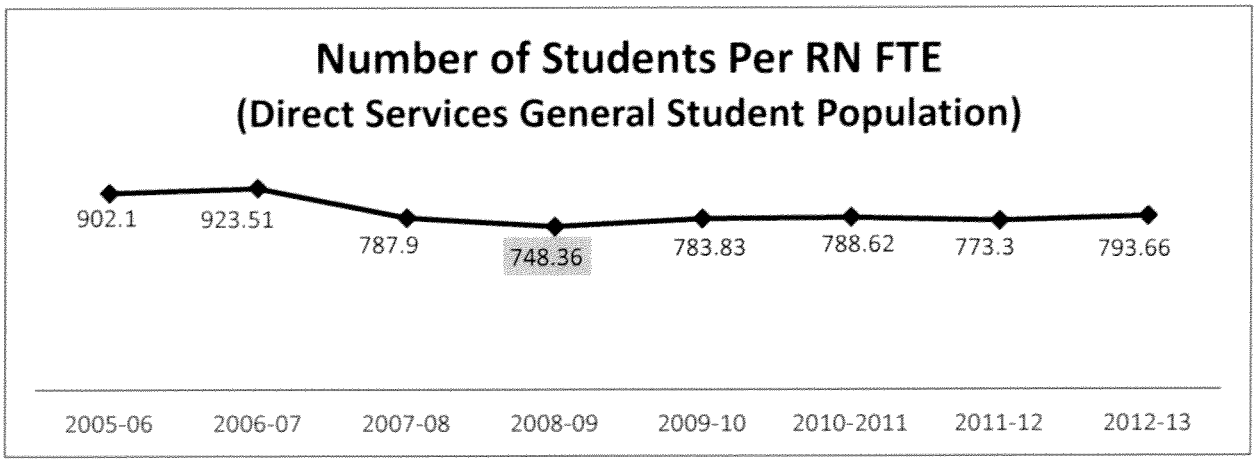
School Year	# High Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	186	127	28	155 (83.3%)
2009-10	186	126	29	155 (83.3%)
2010-11	190	127	32	159 (83.7%)
2011-12	196	128	32	160 (81.6%)
2012-13	204	134	34	168 (82.4%)

Other School Nurse Staffing (Schools that do not fit elementary, middle, or high category.)

Year	# Other Schools	# with FT RN	# with FT LPN	# (%) with FT RN or LPN
2008-09	54	44	8	52 (96.3%)
2009-10	40	27	6	33 (82.5%)
2010-11	37	23	7	30 (81.1%)
2011-12	43	27	5	32 (74.4%)
2012-13	49	32	8	40 (81.6%)

Objective 3: To maintain or improve South Carolina's RN school nurse-to-student ratio for the general student population. (Goal: 1:750)

Data Source: School Nurse Staffing Survey



Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See below.

Has an evaluation ever been conducted?

___Yes

_X_No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Not applicable, this program has not been evaluated.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Not applicable, this program has not been evaluated.

____ Yes

____ No

If yes, please provide URL link here.

If no, why not?

No funding available for evaluation.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

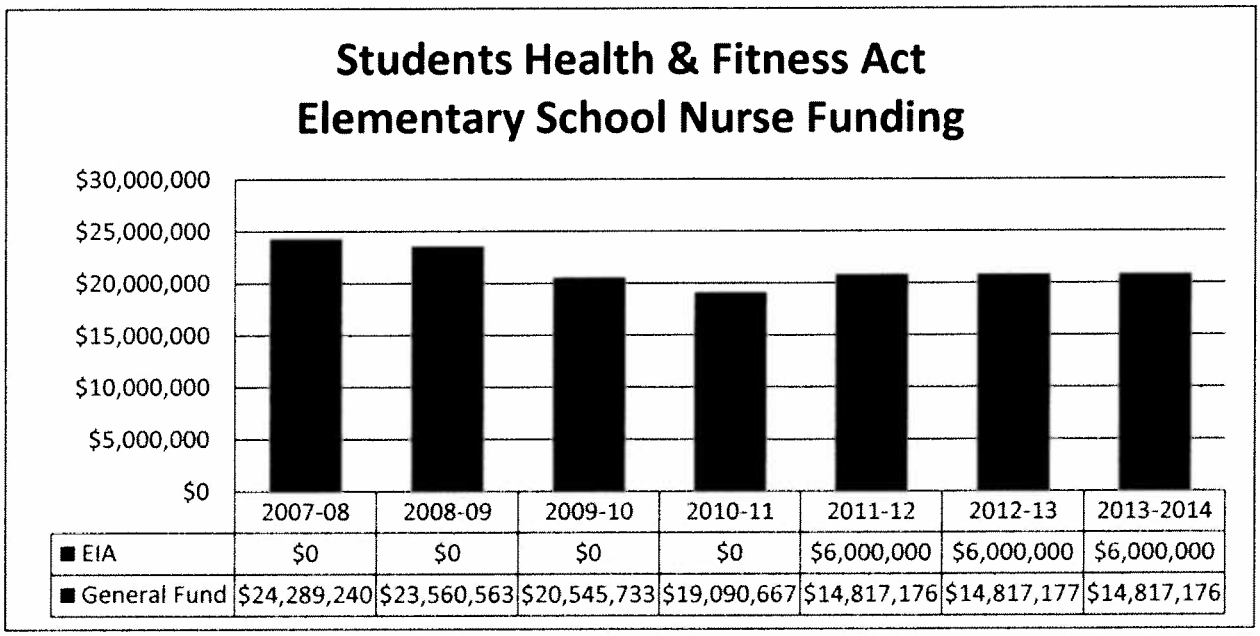
Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Any reductions will be passed to the school districts. Local school districts depend on funding made available pursuant to the Students Health and Fitness Act to provide the nursing services that allow students access to a free appropriate public education and that support a safe learning environment for our students. A reduction in EIA funding may force school districts to reduce the number of nurses that they employ.

Question 9:
If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?
Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If EIA funding is not appropriated at the FY 2013-2014 funding level for FY 2014-2015 school districts will likely reduce the number of school nurses. The end result will be that students may not receive the services that are designed to keep them healthy and in school where they can learn. School faculty and staff morale may suffer as health services tasks are shifted. Reductions in other areas of school budgets have already resulted in additional duties for faculty and staff (including school nurses). Many faculty and staff have stated that they are reluctant to take responsibility for health services students. With the high acuity level of students being served in schools, this reluctance is understandable.

A funded mandate for school nurses is needed to assure a stable school nurse work force to meet the needs of students every school day. A funded mandate will allow for consistent nurse staffing among districts and program planning that can focus on increasing the number of students with individual healthcare plans in place, completed referrals, and other services that directly impact a student's ability to perform up to her/his potential.



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-2014
■ EIA	$0	$0	$0	$0	$6,000,000	$6,000,000	$6,000,000
■ General Fund	$24,289,240	$23,560,563	$20,545,733	$19,090,667	$14,817,176	$14,817,177	$14,817,176

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

STUDENT HEALTH & FITNESS ACT

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$6,000,000	$6,000,000
General Fund	$20,297,502	$20,297,502
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$26,297,502**	**$26,297,502**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$26,297,502	$26,297,502
Other: Transfers		
Balance Remaining		
TOTAL:	**$26,297,502**	**$26,297,502**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Tech Prep**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$3,021,348**

Name of Person Completing Survey and to whom EOC members may request additional information:

Susan Flanagan

Telephone Number:

(803) 734-8412

E-mail: **sflanagn@ed.sc.gov**

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

_X_ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59 of the 1976 Code, Chapter 59 amended - SC EEDA, Sections 59-60 (1), 59-140, 59-200 and other sections

Title 59 of the 1976 Code as amended -SC EEDA, Specifically, Sections 59-60 (1), 59-140, 59-200

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Chapter 43

43.225. STW Transition Act, 1976 Code, Section 59-5-60 repealed by the SBE in Oct. 2006

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term mission of the program is to enhance learning opportunities of students by providing both educator and student-specific information related to school and extended learning opportunities (ELOs)/work-based learning (WBL) activities that parallel and/or supplement classroom learning. Additionally, the delivery of contextual methodology training to teachers is a significant program focus, which is addressed in the Education and Economic Development Act as well.

The program's short-term objectives for 2013-2014 are as follows:
1. to help provide school-based and work-based learning educational opportunities for students in grades 7-12;
2. to coordinate, specifically, the activities related to South Carolina Job Shadow Day;
3. to support building and district-level data collection and reporting related to all school and ELO/WBL activities via the Power School (PS) student data reporting system;
4. to provide activity-specific information about shadowing, mentoring, internships, apprenticeships, cooperative education, school-based enterprise, and service learning to instructors and students;
5. to support the career guidance and counseling components of the Education and Economic Development Act; and
6. to work with districts and schools to provide contextual methodology training to teachers, especially math, and science teachers.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

- The Education and Business Summit is the Office of Career and Technology Education's primary professional development conference, offering extensive professional development for educators, including career specialists and other support staff who deliver career information, organize ELO/WBL activities, and support school career guidance and counseling efforts. Over 1,400 educators participated in the 2013 Summit activities, including participation in one of five certificate renewal courses provided as part of Summit programming and a national certification training focusing on contextual methodology training. We do carefully track attendance as we provide certificate renewal via courses offered, and the Summit event itself is approved as a certificate renewal event as well.
- Career specialists who support school and ELO/WBL experiences, many of whom are Global Career Development Facilitator certified, participated in the 2012 Summit to renew their national GCDF certificates by attending specified Summit activities and sessions geared specifically to their areas of expertise and needs.
- The Perkins IV, Title I South Carolina Education and Business Alliance partnerships (Innovation Alliances) also provided technical support for the district and building-level career specialists and other support staff via alliance activities and communications. These individuals work closely with Alliance partnerships to collect and report ELO/WBL program data. This reporting was managed via the SASI/PS data collection activities beginning in the 2007-08 school year. This requirement will put much more focus on building level data collection, management, and reporting than has been the case in the past. This change is a result of the federally funded Tech Prep/School-to-Work Alliance partnerships (as state-level grant recipients/partnerships) ceasing operations as of June 30, 2007.
- South Carolina Education and Business Alliance partners/Perkins IV, Title I Innovation Alliances provided or collaborated to provide Global Career Development Facilitator training, and many school- and ELO/WBL activities support staff took the training to receive this national certification. The Education and Economic Development Act requires that guidance personnel support the legislation's career guidance and counseling initiatives have the training. South Carolina is number one in the nation relative to the number of GCDF-trained individuals.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- Approximately 75,000 students participated in at least one work-based learning activity.
- Seventeen courses were offered resulting in contextual methodology training for over 1,200 instructors.
- With almost 2,000 certified Global Career Development Facilitators (GCDFs), South Carolina outranks all other states in promoting quality career development services!

(*)(**) Due to operational and organizational changes in Alliance partnerships and the activation of specific school- and ELO/WBL activity reporting atoms in SASI/PS, these data were collected differently, and professional development was managed differently during the 2008-09 school year. Note: Over 21,000 business partners participated in providing ELO/WBL activities during the 2012-13 school year.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The results of this program include the following:
1. more consistent implementation of the Education and Economic Development Act mandates related to career education and counseling;
2. more consistent implementation of the Education and Economic Development Act mandates related to the school- and ELO/WBL activities components;
3. better involvement, especially new educators, in utilizing the school- and work-based educational opportunities for enhancing classroom instruction;
4. better training for teachers relative to contextual methodology instruction techniques;
5. improved student learning as a result of educators' use of contextual methodology concepts; and
6. improved career decision-making and course selection by students as a result of participation in the various school and work-based learning activities.

Note: These results are based on accountability reports from site-based career specialists; reports and documentation from the regional career specialists pertaining to data collection and contextual methodology training; reports generated from the state's electronic data management system, including specific counts of students completing Individualized Graduation Plans (eIGP); and PowerSchool data extraction results.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 22-26, 2010

Has an evaluation ever been conducted?

_X___ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X___ Yes

_____ No

If yes, please prove URL link here.

If no, why not?

Hard copy available

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Additional funding cuts of 5% - 10% during the current fiscal year would result in a reduction of both salaries for the state's 12 Regional Career Specialists (RCS) and a reduction in services related to providing contextual methodology training as required by the 2005 Education and Economic Development Act. Realizing cuts in salaries and services is the only way to absorb additional funding support. These twelve RCS salaries are already extremely low for the services they provide, and such cuts result in significant challenges for these individuals.
One other option that could work in some cases would be to shorten the work year for the RCS to compensate for more significant funding cuts, and, that too, would result in additional service delivery cuts.
Additional funding cuts to flow-through funds to districts would result in reduction of services and, in all probability, furloughs or other personnel reduction decisions for positions supported by the funding. Specific decisions related to managing personnel and services are local decisions reported on CATE Local Plans.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The objectives, activities, and priorities associated with the performance responsibilities of the 12 Regional Career Specialists (RCS) would not change. The extent to which services supporting activities would be reduced and priorities may be rearranged to focus on the most critical initiatives and priorities associated with job performance and service delivery. All of the RCS are GCDF nationally certified at the instructor level (GCDFI) and have much to offer the regions they serve.
Funding provided at the current level for 2013-14 would be managed as described in the two previous items with, perhaps, some additional consideration given to personnel reductions and/or performance responsibilities for those providing services supported by these funds.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TECH PREP

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$3,021,348	$3,021,348
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$3,021,348**	**$3,021,348**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,021,348	$3,021,348
Other: Transfers		
Balance Remaining		
TOTAL:	**$3,021,348**	**$3,021,348**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Modernize CTE Equipment**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$6,359,609**

Name of Person Completing Survey and to whom EOC members may request additional information:

Susan Flanagan

Telephone Number:

803-734-8412

E-mail:

sflanagn@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

_X_ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-53-1950

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____ Yes

__X_ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term mission of the program:
Continue a system to purchase state-of-the-art equipment for career and technology education programs. This will ensure that students are ready to enter employment with the necessary skills expected by employers.
Short-term objectives for 2013-14:
a. Percentage of career and technology education students, identified by CIP code, achieving an average of at least 2.0 on final grades for the year for all career and technology courses taken or who passed technical skill assessments that are aligned with industry-recognized standards if available and appropriate will remain constant at 87.5%. 2011-12 was the first year that assessments were included along with final grades to establish new baseline data. Percentage should increase in 2013-14. This is a direct measurement of the skills attained by students who have up to date equipment in CTE programs.
b. Percentage of CTE completers who are available for placement and placed in postsecondary education, military service, or employment utilizing the career and technology competencies attained will be at least 94.0%. This percentage is calculated over a 3-year period of time. This is a direct measure that students are being employed because they have been trained on the equipment used by employers.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Equipment purchases are approved by the Office of Career and Technology Education as part of the local plan application. This procedure ensures that equipment purchases are targeted to keep CTE programs current and to improve the placement of students after graduation.
We collect data on placement for CTE students from all school districts and career centers that receive this funding. School districts/career centers that have not met the placement standard are required to develop an improvement plan, with assistance from the Office of Career and Technology Education, specifying activities that will be conducted to meet the standard.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Funds were used to update equipment used by over 184,000 students in CATE courses in school districts and multi-district career centers.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Use of modern equipment prepared CTE students for placement into employment or to continue their education. The placement rate for CTE students was 96.6% which exceeded the federal and state accountability goals.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 22-26, 2010

Has an evaluation ever been conducted?

_X___ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

There were no federal audit findings/exceptions noted. Many commendations were noted for model programs and practices.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X___ Yes

_____ No

If yes, please prove URL link here.

If no, why not?

Hard copy available

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Any additional cuts would directly further reduce the funds available to districts and career centers to purchase equipment necessary to maintain career and technology programs that meet industry standards and that use modern equipment.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Priorities would remain to focus on high technology and high demand programs, but the number of programs (activities) and the extent that these programs can be supported would be limited.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

MODERNIZE CTE EQUIPMENT

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$6,359,609	$6,359,609
General Fund	$322,797	$322,797
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year		
TOTAL:	**$6,682,406**	**$6,682,406**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,682,406	$6,682,406
Other: Transfers		
Balance Remaining		
TOTAL:	**$6,682,406**	**$6,682,406**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Arts Curricular Grants**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$1,187,571**

Name of Person Completing Survey and to whom EOC members may request additional information:

R. Scot Hockman

Telephone Number:

803-734-0323

E-mail:

shockman@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

The grant was first offered in 1989, as Target 2000 Arts in Education.

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004). This funding is authorized from the South Carolina General Assembly under the Education Improvement Act: Proviso **1A.11**. (SDE-EIA: XII.A.1.-Arts in Education) Funds.

(

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____ Yes

__X_ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary goal of the Arts Curricular Innovation Grants is to raise student achievement in the arts. The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. Proposals must address dance, music, theatre, and visual arts.

There are three types of Arts Curricular Innovation Grants: Strategic Planning Grants, Special Project Grants (SP/SP), and Distinguished Arts Program (DAP) Grants. Grants are awarded on the basis of an annual competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit a proposal. Any number of schools in a district may apply for a DAP or SP/SP grant provided the district is not an applicant of a DAP

grant. DAP applicants must submit a three-year strategic plan for arts education as part of their grant application. Funding is not automatic as applicants must submit an application and recompete each year with an implementation year narrative.

Allowed expenditures are limited to those identified in the approved application and include funding to:
- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers and administrators.

Innovative practices designated to enhance, accelerate, and assure the meeting of grant's goals of raising student achievement in the arts and implementing the 2010 South Carolina Academic Standards for the Visual and Performing Arts are embedded in the strategies and activities section of the grant.

Innovative practices might include strategies to engage students more effectively and rigorously in the study of the arts, thus increasing participation. These practices should be unique and not what one would do as a routine for the applicant. Strategies and activities may reflect proven practices and/or resources modeled elsewhere. However, they must not be copied verbatim and must result from the school or district needs assessment using the Opportunities to Learn Standards.

The applicant must plan for sustainability of the grant program after the funding period.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

For the 2013-14 school year, 72 funded grants were awarded serving approximately 105,890 students as self-reported in the ACIG applications. For the 2012-13 school year, 73 grants were awarded serving over 78,000 students.

Grant writing workshops were provided throughout the year at various professional arts education conferences as well as the SCDE Research to

Practice Institutes. In addition, a technical assistance session was held on March 27, 2013, via Blackboard Collaborative and was archived for any interested applicant to view.

Grantees submit expenditure reports to the SCDE quarterly. Itemized lists of proposed budget expenditures are provided in the grant application. Actual itemized expenditures are provided in the grantees final reports.

South Carolina Arts Assessment Program

Distinguished Arts Program Grant recipients are given the option to participate in the South Carolina Arts Assessment Program (SCAAP) for fourth grade students in the arts disciplines of music and the visual arts. The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SCDE), the University of South Carolina's Office of Program Evaluation (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop and administer two separate arts assessments aligned to the 2010 South Carolina Academic Standards for the Visual and Performing Arts. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. As a result of feedback from the SCAAP assessments, teachers have adjusted their long-range plans to better address both the implementation of the academic standards and the needs of their students.

Because the SCAAP assessments are based on the statewide arts academic standards, the assessment has the potential to unify instructional objectives incorporated in art and music classrooms throughout the state. As a leader in arts assessment, SCAAP serves as a model for other states interested in measuring student achievement in the arts. The tests were administered in March and April 2013. This fall (2013), participating teachers and school principals will receive an in-depth report card detailing the assessment results for their students.

Current Development

Currently, SCAAP has two fully implemented assessments in music and visual arts. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2012-13, students from 34 schools participated in one or both of the fourth grade assessments. A total of 2,599 students participated in the music assessment, and 2,763 students participated in the visual arts assessment. SCAAP was initially developed under the previous South Carolina Curriculum Standards for the Visual and Performing Arts, and the assessments now have been realigned with the 2010 South Carolina Academic Standards for the Visual and Performing Arts. In the process, many items that did not align to the new standards were removed from the SCAAP item bank. A work session involving arts advisors from across the state to write new multiple-choice items that align

with the 2010 standards was held in November 2011. A total of 109 new items were generated based on the fourth grade standards for both music and visual arts during the item retreat, and several items were piloted on the 2011-12 assessment and are being phased in over the next few years.

Research

Because SCAAP is the only reliable and validated standards-based assessment in the country, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students arts and non-arts achievement. SCAAP researchers examined the relationship between students' PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments in non-arts areas. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students socioeconomic status is not a strong indicator of academic achievement in the arts.

Professional Development Arts Institutes

The SCDE sponsored 14 professional development arts institutes in 2013, with approximately 410 teachers and administrators registering from 43 school districts. The arts institutes are held at various locations across South Carolina and are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided. The Arts Curricula proviso provides that 33% of the funds be used for professional development arts institutes. Through these professional development arts institutes current research and findings in brain research impacting the arts is provided so participants can utilize this research to maximize student learning. Also, participants become reflective teachers so they can effectively assess their own teaching strategies and outcomes and make critical judgments about their teaching and methods to improve their instructional practices.

In addition to the SCDE sponsored institutes, individual schools and districts also use Arts Curricular Innovation funds for local professional development.

Schools and districts also use the funds to hire teaching artists to work with their students for one to two weeks or for extended residencies. Artists are also hired for long-term residencies in order to provide semester or yearlong residencies particularly in dance and theatre. In addition, funds are used to hire certified arts specialists.

Other grant activities include special performances, arts assemblies, fine arts day, field experiences, purchase of innovative supplies and equipment including African drums, Japanese drums, sheet music, scripts, lighting systems, sound systems, costumes, literary materials, kilns, printing presses, computers labs, and supporting software and hardware. Grants support after school programs, activities for gifted and talented and special needs populations, as well as strings programs.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

According to student numbers provided in the 72 funded grant applications approximately 105,890 students are being served under the 2013-14 grants cycle. 78,000 students were affected by the Arts Curricular Innovation Grants in 2012-13.

Audience participation as result of the grants is in the thousands. This includes participation by student bodies, parents, and the school community at large. Participation includes assemblies, exhibition, and performances which are held as a result of the Arts Curricular Innovation Grants. In addition, grant activities that are implemented include programs and courses unique to the schools, programs involving community partnerships, establishment of arts academies, curriculum and assessment development, outreach programs, and in depth cultural understanding. Ongoing participation occurs due to equipment and programs that are purchased and sustained after the grant period.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants' evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations hence teachers' needs. Approximately 410 teachers and administrators from 43 districts attended 13 professional development arts institutes in 2013. The topics of the institutes included: curriculum development, leadership, arts assessment, art technology, music technology, arts integration, and institutes for new teacher training and district arts coordinators. All institutes are standards-based and are offered for graduate credit.

A total of 5,362 fourth grade students participated in the South Carolina Arts Assessment Program multiple choice and performance tasks in both music and visual arts.

Question 6: What are the outcomes or results of this program?
Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are position school and districts to grow standards-based arts programs. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts. The grantee clearly describes how the applicant will continue the grant initiatives and sustain the grant activities after the funding period. As a result of this program, 103,833 students will participate in the arts activities through Arts Curricular Innovation Grant funding in 2013-14 as self-reported in the ACIG applications.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives aligned to the Needs Assessment, Strategies and Activities aligned to Goals and Objectives, and a summative and formative evaluation that gives the applicant raters clear indications of the planned evaluation. These steps prepare schools and districts to organize their program and set benchmarks to gauge their successful implementation of their strategic arts plans.

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results. 5,362 students participated in the SCAAP test in the spring of 2013.

Evaluations are given to the 410 teachers and administrators who participated in the professional development arts institutes. The evaluations are given during the post-institutes held during the fall.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Grantee final report were submit by June 15, 2013

Has an evaluation ever been conducted?

_X___ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required of each grantee and were due June 15, 2013.

Information required for each final report includes the following:

a. description of how the program was evaluated;
b. summary of the results, findings, and evaluation of the current grant implementation year;

c. list any accomplishments of arts program supported by grant funding and a clear explanation of how these accomplishments affected student achievement in the arts;
d. clear explanation of how the 2010 South Carolina Academic Standards for the Visual and Performing Arts were implemented;
e. clear description of the extent to which the goals and objectives were achieved and strategies were implemented;
f. clear explanation of the rationale for actual expenditures as they relate to the grant strategies and action steps; and
g. **For DAP recipients only**, a summary of plans for the continuation of the three-year strategic plan into year-two or year-three.

In addition to the narrative, the final report must also include the following support materials:
1. An itemized report of expenditures.
2. Copies of the evaluation tools that were used to measure the goals and objectives.
3. Copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project. In addition, please include any publicity or newspaper articles which were a result of receiving this grant.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X___ Yes

_____ No

If yes, please provide URL link here.

This is the URL for information concerning submission of ACIG final evaluation reports.

http://ed.sc.gov/agency/programs-services/62/Arts_Curricular_Innovation_Grants.cfm

If no, why not?

Grantee evaluations are received in hard copy form and not posted online.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Potential EIA reductions for this year would result in a decrease in funds that otherwise would be disbursed to Arts Curricular Innovation Grant recipients. Many programs are dependent on the grant program for their

survival. Districts would have to eliminate some programs as a result of the program not being funded. This would be particular evident in rural districts.

Grant awards amounts have been reduced over past years in order to fund more grants to South Carolina schools and districts. The total Arts Curricula allocation of $1,187,571 will be expended in grants for the 2013-14 grant period. All funds will be disbursed. This year 88 schools and districts applied for 2013-14 ACIG. These applications amounted to a request of $1,579,099. As a result of requested amount exceeding the funded amount, 15 schools and districts were not funded under this program as funds depleted before fundable grants could be funded. $391,528 was requested in excess of the amount provided for this program.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

In 2006-07, the Arts Curricular Grants program was funded at $1,723,554. Reduction in the total grant allocation would result in quality grant applications not being funded. Recipients who have historically received these grants as well as new potential grantees would not be funded. DAP applicants would not be able to realize the potential of their three-year strategic plans on which the grant activities are based, thus providing a quality, comprehensive, and sequential arts education for their students.

In 2007-08, the SCDE sponsored 20 week long professional development arts institutes for over 500 teachers. In 2012-13, we had to reduce the number of institutes we offered to 13 institutes for 410 teachers and administrators.

The number of schools being served through the SC Arts Assessment Program has been reduced which means that feedback concerning school arts program and standards implementation is not being sent to schools which otherwise would have received an Arts Curricular Innovation Grant. Teachers rely on these results to allow them to adjust their long-range plans and to implement program improvements focusing on the implementation of academic standards and student achievement in the arts.

As school arts programs are being reduced and teachers who leave the work force are not being replaced, the Arts Curricular Innovation Grants help to sustain programs where they may otherwise be cut. Currently, grantees are dependent on this funding in order to sustain the quality comprehensive sequential arts programs which they have been able to provide their students. The arts career cluster is the second highest enrolled cluster. Arts Curricular Innovation Grants help allow these students to reach their potential through an arts major.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

ARTS CURRICULA

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$1,187,571	$1,187,571
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer Out:		
Carry Forward from Prior Year	$64,882	$12,185
TOTAL:	**$1,252,453**	**$1,199,756**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$1,240,268	$1,199,756
Other: Transfers		
Balance Remaining	$12,185	
TOTAL:	**$1,252,453**	**$1,199,756**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Adult Education**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$13,573,736**

Name of Person Completing Survey and to whom EOC members may request additional information:

David Stout

Telephone Number:

803-734-8348

E-mail:

dstout@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

S.C. Code Ann. § 59-20-50(b) (2004)
General Appropriation Act, 2012-2013, S.C. Acts 291, Provisos 1A.31

SECTION 59-43-10. Powers of district board of trustees. [SC ST SEC 59-43-10]

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

SECTION 59-43-30. Funding. [SC ST SEC 59-43-30]
43-259. Adult Education. [SC ADC 43-259]

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission:
The mission of adult education is to provide academic programs to assist adults in increasing their literacy level, earn a high school credential, and acquire the skills for the workforce.
Plan, execute, and assess Adult Education. Provide coordination, support, monitoring, technical assistance and resources. Ensures service to students over age 17 in school districts, community-based organizations, correctional institutions, city and county jails, technical colleges and vocational rehabilitation centers.
Current Annual Goals:
Provide instruction and services to assist students in the completion of a high school credential, entry-level job market skills, maintaining employment, enrollment in post secondary education, military enlistment, leaving public assistance. Provides academic training to parents through family literacy programs. Provide instruction to assist in the completion of a Career Readiness Certificate.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Instructional services and staff development activities were provided to adult education programs in order to increase the number of adults enrolled in AE and GED preparation programs.
Each school district is required to offer adult education services to its constituent citizens. Each program will have properly certified directors and teachers. Provide a range of basic skills instruction, secondary instruction, career readiness preparation, and English as a Second Language (ESL) instruction to citizens 18 years of age and older. Each adult education provider submits education performance summaries depicting each level of achievement. Programs are expected to meet or exceed negotiated performance standards mandated by the Office of Vocational and Adult Education at the federal level. Staff development activities will be offered by the five Regional Adult Education Technical Assistance Centers (RAETAC) will lead to increased capabilities of instructional staff.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

For FY2012-13, 52,882 citizens benefited from adult education programs: 4,745 students benefited from adult education literacy programs, 16,018 17-21-year-olds were served; 8,458 adults earned a high school credential. 11,696 Career Readiness certificates were earned. Within the Department of Corrections 4,707 inmates were provided academic services.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Goals: 1) To increase the number of adults who earn a high school credential; 1a) In 2012-13, 8,458 adults earned their high school credential; students ages 17-21 earned 4,286 high school credentials; 2) To increase the number of Career Readiness Certificates issued; 2a) In 2012-13, 11,696 Career Readiness Certificates were issued; students ages 17-21 earned 3,997 Career Readiness Certificates. Since adult education programs began offering preparation classes for the WorkKeys test in 2006-07, 60,393 Career Readiness Certificates have been awarded to adult education students.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Non-applicable

Has an evaluation ever been conducted?

_____ **Yes**

_X___ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

none conducted

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_____ **Yes**

_X___ **No**

If yes, please prove URL link here.

If no, why not?

None available

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Since 100 percent of the funds are allocated to school district programs, they will continue to reduce staff, restrict class offerings, and expenditures for materials and supplies whether future reductions are 5 or 10 percent. Possible impact from additional budget reductions are as follows: Classes will be shortened or cancelled, Staff reductions, Travel restrictions for staff development, Less access to new technology, Fewer funds to assist students with GED testing fees, and reduced summer classes.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional funds would be available during 2013-14, the number of adults completing a high school credential or a career readiness certificate will not continue to increase as in past years. The biggest impact on additional budget reductions is the state's lack of ability to meet mandated federal maintenance of effort or matching requirements. A dollar for dollar loss of federal funds is a strong possibility in the near future.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

ADULT EDUCATION

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$13,573,736	$13,573,736
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year		
TOTAL:	**$13,573,736**	**$13,573,736**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,573,736	$13,573,736
Other: Transfers		
Balance Remaining		
TOTAL:	**$13,573,736**	**$13,573,736**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name:	**Students At Risk of School Failure**
Current Fiscal Year:	**2013-2014**
Current EIA Appropriation:	**$136,163,204**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-63-1300 (Alternative Schools)

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.28

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____ Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long Term mission:
To serve students at academic risk of school failure through alternative programs, reduced class sizes, and parenting family literacy programs.

Current Annual Objectives:
To ensure funding is provided to districts so that they may continue to support programs already in place to assist teachers, students and their families

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The appropriation is used to serve students who would need special assistance through reduced class sizes, remediation services or an alternative program setting.

Annual audited financial data is received from SC school districts to ensure financial viability of the program. Reviewing estimated FY 2012-13 financial data indicate that districts use this funding predominantly for teacher salaries for those classrooms where students at risk are being taught through remedial settings, smaller class sizes, alternative settings and before and after school programs.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Roughly 650,000 students in South Carolina were funded based on the following criteria: (1) students in poverty (base on free/reduced lunch status and/or Medicaid) or (2) students not in poverty but who failed to meet state standards on required state level assessments.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Because the most recent test scores are not yet available, no quantitative data are available to ascertain if programs resulted in elevated achievement. SCDE will continue to monitor test scores to determine increase academic achievement for at risk students.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

n/a

Has an evaluation ever been conducted?

____**Yes**

_X__ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

n/a

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____**Yes**

_X__ **No**

If yes, please provide URL link here.

If no, why not?

n/a

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Because this is a 100% flow through funding line, the burden will be on the districts and not the SCDE. Districts are dependent on this funding to fund teacher salaries to serve the students who need extra service through programs like reduced class sizes and alternative settings.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Districts will need to ensure proper funding levels for teacher salaries via other methods.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

STUDENTS AT RISK-SCHOOL FAILURE

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$136,163,204	$136,163,204
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$136,163,204**	**$136,163,204**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$136,163,204	$136,163,204
Other: Transfers		
Balance Remaining		
TOTAL:	**$136,163,204**	**$136,163,204**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: High Schools that Work

Current Fiscal Year: 2013-2014

Current EIA Appropriation: $2,146,499

Name of Person Completing Survey and to whom EOC members may request additional information: Tina Jamison

Telephone Number: 803-734-3397

E-mail: tjamison@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

2005 South Carolina Education and Economic Development Act (EEDA), Chapter 59, (Section 59-59-10) (Section 59-59-130)

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

The 2005 South Carolina Education and Economic Development Act requires that, by the 2009-2010 school year, all high schools in the state adopt a whole school reform model based on the principles of High Schools That Work.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary goal of the program is for High Schools That Work sites to utilize the 10 key practices to improve student achievement.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

There was no technical assistance given to HSTW/MMGW sites in 2012-13.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?
Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

No data was tracked with regards to this program.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

No data was tracked with regards to this program.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

February 2012

Has an evaluation ever been conducted?

_X___ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

January and February 2012 - HSTW/MMGW/CTCTW Program Assessments were given at targeted sites.
The next assessment will be conducted in January and February 2014.
All results and recommendations are site-specific and detail information addressing the initiatives' key practices. Copies of these external assessments can be provided by the individual sites or via the South Carolina Department of Education's Office of Career and Technology Education.
South Carolina has been recognized for having the greatest number of students completing the nationally recognized recommended curriculum, which requires more core content courses in addition to a career and technical component.
SC received SREB academic achievement awards for six high schools, two middle schools, and two career centers.
The next assessment will be conducted in the January and February 2014.
A state assessment summary document is available from the state coordinator at the South Carolina Department of Education.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__x___ Yes

____ No

If yes, please prove URL link here.

No URL link

If no, why not?

The 2012 assessment is available (hard copy); hard copy and electronic versions available.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

There will be no technical assistance given to HSTW/MMGW sites.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Schools are using funds to maintain their network status with the Southern Regional Education Board, including paying for assessments and required professional development. If no funding was available, many schools would opt not to be a part of the initiative.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

HIGH SCHOOLS THAT WORK

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$2,146,499	$2,146,499
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Carry Forward from Prior Year		
TOTAL:	**$2,146,499**	**$2,146,499**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$2,146,499	$2,146,499
Other: Sales Tax		
Balance Remaining		
TOTAL:	**$2,146,499**	**$2,146,499**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: EEDA

Current Fiscal Year: 2013-2014

Current EIA Appropriation: $7,315,832

Name of Person Completing Survey and to whom EOC members may request additional information: Sabrina Moore

Telephone Number: 734-8433

E-mail: smoore@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_Other: was funded by EIA for the first time in 12-13

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: Chapter 59 of Title 59

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1.47. (SDE: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1.63. (SDE: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

Regulation(s): State Board of Education (SBE) Regulation 43-274.1, At-Risk Students

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_Yes

_____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual

objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Mission: To promote the development of a curriculum organized around a career cluster system that provides students with both strong academics and real world problem solving skills.

Goals: To decrease the annual dropout rate of students identified at risk of academic failure
To provide for more personalized career and academic guidance
To increase parental involvement

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

In 2012–13, nine high schools were awarded three-year innovative grants to implement evidence-based programs to serve students at risk of dropping out. Additionally, twenty-one schools received awards to continue programs implemented in 2011–12.

For 2013–14, funds will be made available (via a competitive process) for districts to expand their targeted services to elementary and middle school students at risk of not being prepared for or promoted to the next grade level.

Because funds are awarded directly to school districts as a result of a grant process, each district is required to submit a budget narrative outlining how the funds will be spent.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

- Over 540 Career Specialists FTEs were funded in middle and high schools.
- Over 250,000 students developed/revised their individual graduation plans (IGPs).
- Thirty high schools received funds to implement or continue evidence based at-risk programs.
- Over 13,000 career-related events, classes, and/or other activities coordinated or facilitated by career specialists.
- Approximately 180 virtual job shadowing/career exploration videos were available to all students and educators.
- Over 3,700 new businesses were engaged as a result of Personal Pathways to Success activities.

Question 6: What are the outcomes or results of this program?

- 26,936 students participated in at-risk student programs during 2011–12 that were financially supported by EEDA and/or are included in the *At-Risk Student Intervention Implementation Guide.*
- 26,625 (98.8%) of the students identified in 2011–12 who participated in an at-risk program that was financially supported by EEDA and/or included in the *At-Risk*

Intervention Implementation Guide were enrolled in school during 2012–13 or have graduated.

- Since 2007–08, an average of approximately 29,000 students annually have participated in EEDA funded and/or endorsed at-risk student programs.
- Each year between 2007–08 and 2011–12, over 96 percent of the students identified as at-risk and participated in one of the EEDA funded and/or endorsed programs reenrolled in school the year after they participated in the program or graduated at the end of the academic year during which they participated
- According to 2012 survey results, 82 percent of the over 10,800 student respondents indicated that the conference was either very helpful or helpful for career planning.
- According to 2012 survey results, 87 percent of the over 300 parent respondents indicated that they believe the annual IGP conferences are beneficial to their children as they prepare to be promoted to the next grade level.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

____ **Yes**

___X_ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_____ **Yes**

_X__ **No**

If yes, please prove URL link here.

If no, why not? Not available

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

To absorb or offset a potential reduction, the amount of at-risk funding available to districts will decrease.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

If no additional EIA revenues are appropriated in 2013-14 above the current year's appropriation, the objectives, activities, and priorities will continue to be implemented as they currently are.

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

EEDA

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA - Recurring	$7,315,832	$7,315,832
EIA - Non-recurring		
General Fund		
Lottery		
Fees		
Other Sources		
Carry Forward from Prior Year		$1,129,694
TOTAL:	**$7,315,832**	**$8,445,526**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services	$405,704	$610,000
Supplies & Materials	$16,078	
Fixed Charges	$213	
Telephone	$3,155	
Travel	$2,441	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$5,758,547	$7,835,526
Other: Transfers		
Balance Remaining	$1,129,694	
TOTAL:	**$7,315,832**	**$8,445,526**
# FTES:		

`EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Assessment/Testing**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$24,761,400**

Name of Person Completing Survey and to whom EOC members may request additional information:

Leslie Dawes

Telephone Number:

803-734-4944

E-mail:

ldawes@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

_X_ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

- S. C. Code Ann § 59-18-100 (Supp. 2012)
- S. C. Code Ann § 59-18-110 (Supp. 2012)
- S. C. Code Ann § 59-18-120 (Supp. 2012)
- S. C. Code Ann § 59-18-310 (Supp. 2012)
- S. C. Code Ann § 59-18-320 (Supp. 2012)
- S. C. Code Ann § 59-18-350 (Supp. 2012)
- S. C. Code Ann § 59-18-360 (Supp. 2012)
- S. C. Code Ann § 59-18-900 (Supp. 2012)
- S. C. Code Ann § 59-18-910 (Supp. 2012)
- S. C. Code Ann § 59-18-920 (Supp. 2012)
- S. C. Code Ann § 59-18-930 (Supp. 2012)
- S. C. Code Ann § 59-18-950 (Supp. 2012)

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.17. (SDE-EIA: School Districts and Special Schools Flexibility)
1A.20. (SDE-EIA: Assessment)
1A.30. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams)
1A.46. (SDE-EIA: Summer Exit Exam Cost)
1A.60. (SDE-EIA: South Carolina Success Program)

Regulation(s):

- South Carolina Code of Regulations, Chapter 43, § 43-100. Test Security
- South Carolina Code of Regulations, Chapter 43, § 43-220. Gifted and Talented
- South Carolina Code of Regulations, Chapter 43, § 43-234. Defined Program, Grades 9-12
- South Carolina Code of Regulations, Chapter 43, § 43-259. Graduation Requirement
- South Carolina Code of Regulations, Chapter 43, § 43-260. Use and Dissemination of Test Results
- South Carolina Code of Regulations, Chapter 43, § 43-262. Assessment Program
- South Carolina Code of Regulations, Chapter 43, § 43-262.4. End-of-Course Tests

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

_X_ Yes Note: Guidelines are contained in regulations approved by the State Board of Education.

___ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

A. Administer the Palmetto Assessment of State Standards (PASS) tests in mathematics and English language arts and writing in grades three through eight. Administer PASS science and social studies tests to all students in grades four and seven. Administer PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.

B. Administer the South Carolina Alternate Assessment (SC-Alt) in English language arts, mathematics, science, and social studies to students who are age 8, 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year.

C. Administer the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in their second year after their initial enrollment in ninth grade.

D. Administer the examinations for the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continue the administration of electronic versions of the examinations.

E. Administer the CogAT/ITBS and state-developed performance assessments as a part of the process to assist in the identification of students for participation in programs for the gifted and talented.

F. Provide funding for Advanced Placement examinations.

G. Provide funding for International Baccalaureate examinations.

H. Conduct sessions to train district test coordinators in the administration of all state testing programs.

I. Provide a statewide South Carolina Success Program to be available to all public school districts and open-enrollment charters in the State of South Carolina.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

A. Administered PASS writing, English language arts, and mathematics assessments in grades three through eight. Administered PASS science and social studies tests to all students in grades four and seven. Administered PASS science and social studies tests in grades three, five, six, and eight, so that either the science or social studies assessment is administered to each student.

B. Administered the South Carolina Alternate Assessment (SC-Alt) in English language arts, mathematics, science, and social studies to students who are age 8, 9, 10, 11, 12, 13, and 15 by September 1 of the assessment year.

C. Administered the High School Assessment Program (HSAP) in mathematics and English language arts to students beginning in the second year after their initial enrollment in ninth grade.

D. Administered the End-of-Course Examination Program (EOCEP) to students taking gateway or benchmark courses. Continued administering the electronic versions of the examinations.

E. Provided funding for Advanced Placement examinations.

F. Conducted sessions to train district test coordinators in the administration all state testing programs.

G. Funds to pay for formative assessments were distributed to districts. Copies of purchase orders and invoices for formative assessments were submitted by districts.

Note: This differs from previous years because activities for which no EIA funds are used are no longer reported.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

A. In spring 2013, PASS tests were administered to students in grades three through eight. The PASS English language arts tests were administered to 327,277 students. The PASS writing tests were administered to 326,502 students. The PASS mathematics tests were administered to 327,751 students. The PASS science tests were administered to 218,871 students. The PASS social studies tests were administered to 218,704 students.

B. In 2012-13, 1,538 elementary school students, 1,492 middle school students, and 400 high school students participated in the SC-Alt.

C. In the spring of 2013, the HSAP English language arts assessment was administered to 51,396 students in the second year after their initial enrollment in ninth grade. The HSAP Mathematics assessment was administered to 51,351 students in the second year after their initial enrollment in ninth grade. In all of 2012-13, the HSAP English language arts assessment was administered to 64,007 students and the HSAP Mathematics assessment was administered to 71,935 students.

D. In 2012-13, the EOCEP Algebra 1/Math for the Technologies 2 examination was administered to 56,697 students. The English 1 examination was administered to 55,746 students. U.S. History and Constitution was administered to 47,473 students. The Biology 1/Applied Biology 2 examination was administered to 52,560 students.

E. In 2012-13, provided funding for 38,025 administrations of the Advanced Placement examinations.

F. Workshops were conducted in 2012-13 to train district test coordinators from each school district in the administration of all state assessment programs.

G. In 2012-13, allocations totaling $3,096,281 were made to school districts for the purchase of approved formative assessments.

Note: This differs from previous years because activities for which no EIA funds are used are no longer reported.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Results are posted at the Research Portal of the South Carolina Department of Education's Website (http://ed.sc.gov/).

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Reviews by the Education Oversight Committee were conducted before the assessment data were included in state report cards following the statewide field-test administration. All assessments have been approved by the EOC.

Has an evaluation ever been conducted?

__X__ **Yes**

____ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Reviews by the Education Oversight Committee were conducted before the assessment data were included in state report cards following the statewide field-test administration. All assessments have been approved by the EOC.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_____ **Yes**

__X__ **No**

If yes, please prove URL link here.

If no, why not?

All documentation is maintained by the Education Oversight Committee.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

If insufficient funds were available, the Department would request that tests not used for federal accountability be reduced in scope or completely eliminated. In addition, funds to districts for formative assessments could be reduced or eliminated. These changes would require legislative action.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

No additional EIA revenues were requested.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

ASSESSMENT-TESTING

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$28,134,187	$24,761,400
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer (Proviso 1A.30)		$4,600,000
Carry Forward from Prior Year		
TOTAL:	**$28,134,187**	**$29,361,400**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services	$15,753,233	$26,226,169
Supplies & Materials	$1,025	$1,000
Fixed Charges	$2,508	$2,500
Travel	$4,519	$4,500
Telephone	$6,283	$6,200
Dues and Fees	$24,750	$24,750
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,096,281	$3,096,281
Other: Sales Tax		
Balance Remaining	$9,245,588	
TOTAL:	**$28,134,187**	**$29,361,400**
# FTES:		

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Reading

Current Fiscal Year: **2013-14**

Current EIA Appropriation: **$6,542.052**

Name of Person Completing Survey and to whom EOC members may request additional information:

Becca Doswell

Mailing Address:

South Carolina Department of Education
Office of Instructional Practices and Evaluations
1429 Senate Street, 602-E,
Columbia, SC 29201

Telephone Number:

803.734.5836

E-mail:

BDoswell@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

_X_ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

None

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.36 (SDE-EIA: Reading)

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

_X_ No

Question 3: What are the primary objective(s) or goals of this program?

Please distinguish between the long-term mission of the program and the current annual objectives of the program.

(The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

- The single ***long-term mission*** is to raise achievement in reading and writing for all South Carolina students. Actions, based on the following four state objectives, provide a unified vision to address our primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and to guide implementation of the Common Core State Standards (CCSS) as a tool to increase student literacy achievement:
- ***Provide professional learning opportunities*** — a statewide approach to deliver high quality, ongoing professional learning that supports implementation of the CCSS, promotes high-progress literacy classrooms (HPLCs) and is based on state-wide data and current research.
- ***Develop a comprehensive assessment system*** — a system of assessment that determines the diverse needs of all learners with the purpose of providing intentional, strategic, and responsive instruction.
- ***Implement effective instructional practices*** — a plan for implementing instructional practices proven effective in raising literacy achievement and delivered in a literacy-rich environment to authentically engage all readers and writers.
- ***Foster partnerships*** — a plan for successful partnerships and communication with all stakeholders ensuring lifelong literacy success for all children.

Current annual objectives include implementing the following actions to address the outlined challenges.

- Provide professional development opportunities supporting Pre-K and K-12 educators to understand and implement critical elements of the CCSS and high-progress literacy classrooms by increasing the
    - time students engage in reading and writing in all contents,
    - availability of appropriately challenging and varied texts in classrooms, and
    - prevalence of individualized and small group instruction based on specific student needs.

- Provide professional development opportunities focused on the effective use of a data analysis framework and strategies. This process provides educators with the tools to plan, implement, monitor and sustain successful data teams.
- Conduct an ongoing research study investigating the benefits of providing summer reading materials to students to mitigate the summer loss effect in students' reading achievement.
- Provide professional development in support of qualifications for current literacy endorsements to help districts and schools train, reward, and retain effective teachers.
- Collaborate with literacy associations such as SCIRA, local early childhood agencies, state agencies, non-profit organizations and community organizations to communicate *Literacy Matters* and promote literacy achievement.

A yearly summary report will include information on the specific actions completed or in progress and present available student achievement outcomes. Data will be disaggregated by grade level and demographic variables such as gender, socioeconomic status, ethnicity, English language learners, and disability status. Data will be examined to assess which actions are needed to achieve continued increases in student performance measures in reading and writing. In addition, the Literacy and Early Learning Unit will continue researching the effects of implementing specific research-based practices in South Carolina classrooms, focused on foundational elements described in the research on high-progress literacy classrooms.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3?

What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During the ***prior fiscal year***, a comprehensive plan was implemented which included the following professional development opportunities:

- Best Practice Seminar Series
- Exemplary Writing Program
- Implementing Common Core State Standards through High Progress Literacy Classrooms Series. Multiple series were provided to serve: District Implementation Teams (DITs), administrators, K-5 and 6-12 teachers, and School Librarians. These sessions were also offered to a wider audience via StreamlineSC.
- High Progress Literacy Classrooms (HPLCs) Series
- Data Team Training
- Literacy Leader Program
- Institute for 4K Educators: *Nurturing Emerging Readers and Writers*
- Literacy Matters: Creating District and School Literacy Plans

The partnership with Clemson University and the Reading Recovery® Center continued in 2012-13, which allowed for training and support of Reading Recovery® teachers and teacher leaders across the state.

The Summer Reading Loss Project, designed as an effort to mitigate summer reading achievement loss for students, was expanded in 2012-13 using EIA funds totaling $1,554,700.00 to support 31,094 students in 116 schools. The additional schools included elementary Palmetto Priority Schools and other high poverty schools. Reading Recovery® students also received books. Data analysis and reporting on study effect continue through the Office of Program Evaluation/ South Carolina Educational Policy Center, University of South Carolina and the Clemson University Reading Recovery® Training Center.

For the ***current fiscal year,*** professional development opportunities continue to include critically acclaimed offerings supporting state-wide implementation of the Common Core State Standards (CCSS), development of high progress literacy classrooms, development of a corps of literacy leaders in districts and schools, and a framework for utilizing data to inform instruction at all levels. Professional development offerings provided to meet these objectives include:

- Best Practice Seminar Series - *Connecting Comprehension and Technology*
- Exemplary Writing Program - *Writing in the Age of Common Core Series*
- Implementing Common Core State Standards through High Progress Literacy Classrooms *Summer Series*. These seminars are provided regionally to serve the needs of a variety of educators at all grade levels: Preschool, K-1, 2, 3-5, 6-8, and 9-12.
- Data Team Training [expanded to include Palmetto Primary School (PPS) teams]
- Literacy Leader Program (expanded to include PPS teams)
- Institute for 4K Educators including *Overview of the OWL (Opening the World of Learning) Curriculum*
- Literacy Matters: Creating District and School Literacy Plans

Also in the current year, the partnership with Clemson University and the Reading Recovery® Center continued. A grant award in the amount of $246,728 was provided to Clemson. This allows for ongoing training and support of Reading Recovery® teachers and teacher leaders across the state.

The Summer Reading Project was expanded for the current year using EIA funds totaling $1,554,700.00 to support 31,094 students in 116 schools. The additional schools included elementary Palmetto Priority Schools and other high poverty schools. All 2012-2013 Reading Recovery® students also received books. Study effect analysis and reporting continue through the Office of Program Evaluation/South Carolina Educational Policy Center, University of South Carolina and the Clemson University Reading Recovery® Training Center.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

Emailed documentation:
2012-2013 Best Practice Series Summary
2012-2013 Literacy Leaders Program Summary
South Carolina Summer Reading Project Summary of Results for 2012,
Clemson/RR Training Center report from RR students in Summer Reading Project, and
2012-13 Reading Recovery Summary

In 2012-2013, the Office of Instructional Practices and Evaluations provided 155 on-site professional development opportunities attended by over 2,000 educators and stakeholders. In addition to these sessions, several series were offered virtually via webinars and streaming. Session PowerPoints and handouts were downloadable for all virtual sessions. An outline of professional development offerings and a breakdown of participant attendance follow.

Best Practice Series: Two series of state-level seminars highlighting best practices in literacy was offered to K-12 literacy and content educators.

- The first series featured Lucy Calkins, Mary Ehrenworth and Christopher Lehman, authors of *Pathways to the Common Core: Accelerating Achievement (2012).* Each presented one seminar outlining the incremental nature of the CCSS spiral curriculum, the demands of increasingly more difficult texts and the steps teachers can take to support the new dimensions of learning called for in the Standards.
- The second series, *Literacy in History /Social Studies, Science and Technical Subjects,* featured two sessions in which author Cris Tovani demonstrated strategies to help students construct meaning from increasingly more difficult and more content-specific texts and how they can use their own writing to capture and further develop that construction.

The 345 Best Practices Series' attendees represented more than half of the SC school districts.

Exemplary Writing Practices Program (EWP): This orientation session provided an overview of the EWP self-assessment tool and critical writing elements consistent with the CCSS. Fifty participants attended the orientation session, representing 18 districts and 23 schools. Additionally, a live Webinar Series based on the *EWP Detailed Criteria* was conducted in twelve 2-hour sessions. Each session was recorded and available for later use. Because of the delivery system chosen for this segment of professional development, attendance data are not available.

Implementing Common Core State Standards through High Progress Literacy Classrooms—Engaging Readers and Writers Series: This series focused on critical elements of reading and writing instruction consistent with the rigorous content and application of knowledge demanded by the CCSS. Presentations served the needs of a variety of educators: CCSS District Implementation Teams, administrators, K-5 and 6-12 teachers, and school librarians. A total of 36 sessions were attended by 943 participants. Additionally, these sessions were viewed 1,692 times by state-wide audiences via StreamlineSC.

High Progress Literacy Classroom (HPLCs) Series: Teachers and administrators were provided with the tools and resources they need for accomplishing the goal of having all students highly engaged in reading and writing appropriate texts at least 75% of the instructional time devoted to literacy. Nineteen sessions were attended by 291 participants including pre-conference seminars at SCIRA.

Decision Making for Results—Data Team Training: Provided to schools supported by Literacy Specialists, this seminar guided participants through a systematic process to support better decisions to sustain powerful practices, make midcourse corrections and discontinue ineffective practices. Twenty schools and 140 educators participated.

Literacy Leader Program: The goal of this regionally-offered, year-long series is to build leadership capacity in schools and dramatically increase student achievement through the CCSS and HPCLs. A total of 161 participants in 27 districts representing 89 schools attended.

Institute for 4K Educators: Nurturing Emerging Readers and Writers: Sessions in this 3-day series were designed to help preschool teachers provide rich language and literacy experiences to strengthen learners' early understandings and view themselves as readers and writers long before they are able to conventionally read and write. A total of 173 participants attended representing teacher education programs, Head Start, private preschools and 43.9% of SC school districts.

Literacy Matters—Creating District and School Literacy Plans: In partnership with eLearning, this course provided support for districts and schools through the process of developing, implementing, assessing and sustaining a literacy plan to raise student achievement in reading and writing. Because of the virtual delivery system chosen for this segment, attendance data are not available.

The South Carolina Summer Reading Program: This program was expanded in 2012-2013 to support the summer reading of 31,094 students in 116 schools. Ongoing efforts to study effect continue with through the University of South Carolina and the Clemson University Reading Recovery® Training Center. These data demonstrate that summer reading achievement losses are mitigated when students are provided books, and that for many student there were achievement gains.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Survey results from all professional development continue to be overwhelmingly positive. Surveys also indicate a desire for continued and expanded professional development offerings.

Student Achievement results demonstrate growth in both reading and writing.

- **2013 PASS results:**
  - For 2013, students scoring "met" and "exemplary" in English Language Arts (Reading and Research) in grades 3 through 7 demonstrate an average increase of 3.1% over students who scored "met" and "exemplary" in 2012. Grade level increases range 0.8% in grade 4 to 5.5% in grade 5.
  - For the historically variant demographic groups in South Carolina (males vs. females; blacks vs. whites; disabled vs. non-disabled; and subsidized meals vs. full-pay meals), patterns of change demonstrate that traditionally lower-scoring student groups are closing the gaps in grades 2 through 7 for both English Language Arts and Writing outcomes.
  - In writing, the percentage of students scoring "met" and "exemplary" in writing for grades 5 and 8 (the only grades available for comparison) increased in 2013 an average of 1.3% over 2012 scores(range 1.0% in grade 5 to 1.6% in grade 8).
- **2013 HSAP results:**
  - The percentage of first-time test takers passing the high school exit exam increased to 82.0 percent for 2013, an increase of 1.9 percentage points over 2012. This is the highest passage rate since the HSAP was first administered in 2004.
  - Every student subgroup saw gains in the percentage of students meeting the high school exit exam requirement. The mean scale score increased in ELA for every student subgroup.
- **2013 ACT College Entry Exam results:**
  - South Carolina's 2013 public, private, and home schooled students made gains on the ACT college entrance exam. The national average composite score for all-students was 20.9, a decrease of 0.2 points from the previous year. The South Carolina all-students average composite score was 20.4, a gain of 0.2 points in the same time period.

- Gaps between South Carolina and the national average scores also closed for four subtests. The biggest gains were made on the ACT Reading subtest.

- The Class of 2013 set a new record by earning over $1.15 billion in college scholarships. This is the second consecutive year South Carolina students have earned more than $1 billion in college scholarships since the SCDE began tracking the information.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

May, 2013 (external); September, 2013 (internal)

Has an evaluation ever been conducted?

__X__ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

EVALUATION #1: The Best Practice Seminar Series had 345 participants committed to the statewide sessions. Survey data demonstrate participants found the series supportive in developing instructional structures, strategies and assessments to promote student achievement. This series is recommended for continuation.

EVALUATION #2: Response to professional development offered through the Literacy Leader Program was overwhelmingly positive for all five regional groups. One hundred sixty-one educators representing 89 schools in 27 districts (32.9% of districts) participated in the series of 11 regionally-offered sessions. This series is recommended for expansion.

EVALUATION #3: Summary Results for the 2012 South Carolina Summer Reading Project, the most recent study to be completed, was reported by the Office of Program Evaluation/South Carolina Education Policy Center, University of South Carolina in May, 2013. Summer change scores demonstrate that students who received books at the end of the 2nd and 3rd grades experienced loss in reading achievement on MAP during the control summer of 2010 when they did not receive books. These same students experienced a summer gain in reading achievement on MAP during each summer in which they received books, 2011 and 2012. The differences between the summer change from 2010 to 2011 and from 2010 to 2012 were statistically significant in the positive directions. This initiative is recommended for continuation and expansion as funds are available.

EVALUATION #4: Associated with Evaluation #3 above, a separate study of the impact of the 2012 Summer Reading Project for Reading Recovery students was completed. Data reveal that

45.3% of all children (Set A and B) increased in Text Reading Level; 17.5% of all children maintained their Text Reading Level; and 37.1% decreased. The overall text reading loss was less than one text level or -.9. While this is a loss, it is still considerably less than the loss reported in the existing literature when children do not have access to text. Data also show that African-American boys and girls are more likely to show a decrease. This initiative is recommended for continuation.

EVALUATION #5: Of the children served in Reading Recovery, 81% reached average reading levels relative to their peers after approximately 15 weeks of RR instruction. This continues the trend of increased, timely and successful intervention for our most struggling first grade students and the sixth year in a row. SC Reading Recovery results have exceeded the national results. This initiative is recommended for continuation.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X_ Yes

____ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

If the EIA funding were cut by 5% or 10%, all three areas of Reading support would share in redesign and/or reduction of planned efforts. In the last three years, many professional development offerings have shifted from face-to-face to virtual. While additional virtual offerings can be considered to offset new funding reductions, previous moves in this direction limit added actions without serious impact for educators and their students. With the full implementation of the Common Core State Standards set for 2014-15, the need for appropriate support is great.

The highly successful Best Practice Series with national speakers is not a candidate for virtual screenings due to contractual issues with publishers.

Any reductions in funding for the South Carolina Summer Reading Study and Reading Recovery® implementation would result in fewer students being served, thus impacting the SCDE's ability to address our primary challenges of low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no new additional revenues are appropriated for FY 2014-15, the agency would continue to provide services and support to schools and districts at the current level, providing a tiered approach of professional development and more virtual support.

Current funding levels may continue to be problematic for 2014-15 in districts and schools as they work to maintain their current level of participation in SCDE professional development opportunities and in Reading Recovery. Their ability to reallocate in-house monies will be increasingly hampered with continued shortfalls.

The expansion of technology advancements like Elluminate, Skype, StreamlineSC, Egnyte, DropBox, eLearning, Moodle, Blackboard and virtual classrooms help offset funding issues. However, many districts and schools lag behind in technology as a result of too little funding. While the SCDE will continue to offer virtual support, these districts and schools may continue to be unable to access them. Lack of access to virtual professional development opportunities impedes teachers' continuing education, which may mean less accelerated learning for students.

READING

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$6,542,052	$6,542,052
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year		
TOTAL:	**$6,542,052**	**$6,542,052**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services	$92,933	$90,000
Supplies & Materials	$3,353	$3,300
Fixed Charges		
Travel	$1,827	$1,800
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$6,190,927	$6,446,952
Other: Sales Tax		
Balance Remaining	$253,012	
TOTAL:	**$6,542,052**	**$6,542,052**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Instructional Materials**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$20,922,839**

Name of Person Completing Survey and to whom EOC members may request additional information:

Bruce Shealy or Kriss Stewart

Telephone Number:

803-832-8201 or 803-734-8393

E-mail:

bshealy@ed.sc.gov or kstewart@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59, Chapter 5, Section 60 and Title 59, Chapter 31, Section 550, Accountability Act

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

State Board of Education Regulations 43-71

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____ Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Issue the 2013 Call for Bids for instructional materials in subject areas approved by the State Board of Education.
Coordinate Instructional Materials Public Review of recommended instructional materials.
Assist district selection of instructional materials by providing adoption information and a venue (regional instructional materials caravan) for reviewing newly-adopted instructional materials.
Contract with publishers to provide quality, standards-based materials for use by public schools.
Assist schools with instructional material orders by providing schools with real-time access to 3,600 plus items through the Destiny Management System.
Provide training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System).
Coordinate an annual physical inventory of state-owned materials used by schools and assess schools and districts for lost and damaged instructional materials fees.
Assess publishers and vendors for liquidated damages for late shipment of materials.
Verify publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
The objectives support the mission:
By providing quality instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Issued the 2012 Call for Bids in subject areas approved by the State Board of Education.
Coordinated Instructional Materials Public Review of recommended instructional materials.
Assisted district selection of instructional materials by providing adoption information and a venue (regional instructional materials caravan) for reviewing newly-adopted instructional materials.
Contracted with publishers to provide quality, standards-based materials for use by public schools.
Assisted schools with instructional material orders by providing schools with real-time access to 3,600 plus items through the Destiny Management System.
Provided training and technical assistance to districts and schools on the web-based ordering system (Destiny Management System).
Coordinated an annual physical inventory of state-owned materials used by schools and assess schools and districts for lost and damaged instructional materials fees.
Assessed publishers and vendors for liquidated damages for late shipment of materials.
Verified publisher compliance with Most Favored Purchaser provision in Title 59 Chapter 31.
The objectives support the mission:
By providing quality instructional materials approved by the State Board of Education, students are held to rigorous and relevant academic and career/technology standards.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Instructional materials programs for twenty-one subject areas including K-8 mathematics, 6-12 English language arts, and 6-12 social studies were approved by the State Board of Education.
Contracts were issued for new instructional materials aligned to state standards.
Citizen comments received from twenty-five colleges and universities hosting Public Reviews of recommended instructional materials.
Over 3,500 online orders processed for instructional materials approved by the State Board of Education.
Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.
Over 2,000 registrants for the Annual Instructional Materials Caravan.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Instructional materials programs for K-8 mathematics, 6-12 English language arts, and 6-8 social studies, US History, World Geography, and Career and Technology Education were approved by the State Board of Education.
Contracts were issued for new instructional materials aligned to academic standards and Career and Technology Education course standards.
Citizen comments received from twenty-five colleges and universities hosting Public Reviews of recommended instructional materials.
Over 3,500 orders processed for instructional materials for the new school year.
Upon completion of inventories, fees will be collected from school districts for lost and damaged instructional materials.
Over 2,000 registrants for the Annual Instructional Materials Caravan held at thirteen regional locations across the state.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

See below.

Has an evaluation ever been conducted?

_____ **Yes**

_X_ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_____ **Yes**

_X_ **No**

If yes, please provide URL link here.

If no, why not?

NA

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

A funding reduction would be absorbed by limiting the purchase of new instructional materials needed in the classroom.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The purchase of newly-adopted instructional materials for classrooms would be limited. Continue to encourage publishers to provide digital materials for the classroom for possible reduction in cost of materials for the classroom.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

INSTRUCTIONAL MATERIALS

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA - Recurring	$20,922,839	$20,922,839
EIA - Non-recurring	$13,727,331	
General Fund		$22,667,978
Lottery		$1,500,000
Fees		
Other Sources		
Supplemental		
EIA Reduction		
GF Reduction		
Transfer		
Carry Forward from Prior Year		
TOTAL:	**$34,650,170**	**$45,090,817**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services	$300,000	$395,000
Supplies & Materials	$30,350,004	$41,695,817
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$3,999,574	$3,000,000
Other: Transfers		
Balance Remaining	$592	
TOTAL:	**$34,650,170**	**$45,090,817**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: EAA - Technical Assistance

Current Fiscal Year: 2013-2014

Current EIA Appropriation: $6,000,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Jesulon Gibbs-Brown
Director, Office of School Transformation

Telephone Number: 803.734.8103

E-mail: jgbrown@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

_X_ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Education Accountability Act, S.C. Code of Laws Annotated, Section 59-18-1510 *et. seq.*

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.15

Regulation(s):

None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objective of Technical Assistance program is to improve school performance and student achievement by:

1. Providing financial and human resources to support identified Palmetto Priority Schools;

2. Assisting schools in developing and implementing a *Challenge To Achieve Plan* incorporating school turnaround strategies designed to improve student performance as measured by the annual state assessment program;

3. Awarding technical assistance funds; and

4. Monitoring student academic achievement and the expenditure of technical assistance funds in schools and report their findings to the General Assembly and the Education Oversight Committee.

The long-term mission of Technical Assistance is to build sustainable capacity in the identified Palmetto Priority Schools resulting in higher performance ratings for these schools.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?
Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Office of School Transformation reviewed, revised with the school staff as appropriate, and approved each Palmetto Priority School's *Challenge to Achieve* Plan and the associated budget for technical assistance funds awarded. Thereafter, the Office of School Transformation worked with each school to amend plans and budgets as appropriate during the school year. In addition to the office staff working with the schools, the agency renewed its contract with a math consultant and a leadership consultant to assist schools with developing and implementing their *Challenge to Achieve Plan.*

For accountability purposes, quarterly reports were submitted from each school's principal to document progress. Thereafter, quarterly visits were made to the schools by staff and the

consultants to ensure each school's satisfactory implementation of its *Challenge to Achieve Plan* as documented in the quarterly report.

The changes in processes and activities for SY 2013-14 are centered on inter-agency collaborations to facilitate technical assistance. Such collaborations will result in the Palmetto Priority Schools having the opportunity to be forerunners in the major educational shifts happening across the state and the efficient use of agency resources.

In addition, SY 2013-14 is the last year for the Palmetto Priority Schools Project. SCDE will reinstate the External Review Team process for SY 2014-15.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The direct products and services that were delivered by Palmetto Priority Schools Project for SY 2012-13 were bundled as ongoing, year-long technical assistance, including on-site leadership and subject area trainings and professional development series.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

At the end of SY 2012-13, nine (9) schools exited the Palmetto Priority Schools Project as a result of them no longer having an absolute rating of At-Risk.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

In 2006, the Education Oversight Committee contracted with a consulting firm to evaluate the Palmetto Priority Schools Project.

Has an evaluation ever been conducted?

__X___ Yes

___ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The most recent internal evaluation occurred during SY 2012-13. The result of this evaluation is the sunsetting of the Palmetto Priority Schools Project at the end of SY 2013-14.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_____ Yes

_X__ No

If yes, please provide URL link here.

If no, why not?

The Education Oversight Committee is the record keeper for the 2006 evaluation it arranged.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

To absorb or offset potential EIA reductions, the Office of School Transformation collaborates with inter-agency offices for technical assistance services as much as possible in lieu of external contractors. However, the technical assistance budget has significantly decreased over the last few years and limits SCDE's ability to satisfy the statutory commitment to all At-Risk schools through an External Review Team Process.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

As SCDE reinstates the External Review Team process detailed in the Education Accountability Act, additional funds may be needed over time to fulfill the statutory commitments to At-Risk and Below Average schools. The current technical assistance allocations are awarded to only approximately one-third (1/3) of the At-Risk schools in the state. The average allocation to schools designated as "At-Risk" has declined from an average of $496,348 in 2006-07 to $130,000 for SY 2012-13. No technical assistance funds have been allocated to schools designated as "Below Average" since SY 2010-11. As for legislative action, the relevant sections of the Education Accountability Act and the Technical Assistance provisos do not align. Recommended proviso changes are pending.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

EAA-TECHNICAL ASSISTANCE

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$5,250,000	$6,000,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$5,250,000**	**$6,000,000**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services	$117,039	$4,117,210
Supplies & Materials	$28,950	$5,000
Fixed Charges	$523	
Travel	$6,379	$10,000
Equipment		$5,000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$4,664,197	$1,862,790
Other: Sales Tax		
Equipment		
Transfer Balance for MOE		
Balance Remaining	$432,912	
TOTAL:	**$5,250,000**	**$6,000,000**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name:	Power School/Data Collection
Current Fiscal Year:	2013-2014
Current EIA Appropriation:	$7,500,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Paul M Butler-Nalin, Ph.D.

Director, Office of Research and Data Analysis

South Carolina Department of Education

Telephone Number: 803-734-8086

E-mail: pmbutlernalin@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

_X__ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

____Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: Title 59. Education. Chapter 20 Education Finance Act. Section 40.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The South Carolina Department of Education funds PowerSchool, a Student Information System, used by all school districts, special schools, and State Operated Programs. The goal of this Program is to support a comprehensive Student Information System that meets the data needs for state accountability and also fulfills data requirements for program evaluation, program management, and where applicable, federal reporting and accountability.

The main objective of the program is to provide funds to pay the annual software maintenance and technical support fees for the Student Information System (SIS) software used by all districts, special schools and state operated educational programs. A related objective of the program is to pay for any necessary components of the statewide SIS system. A key necessary component of the state SIS System, PowerSchool, is the Student Unique Numbering System (SUNS) infrastructure. The SUNS is used by all districts and schools to generate a unique identification number that a district or school can assign to each student's data record so that the data can be maintained throughout a student's K-12 enrollment. The program also provides funding to provide technical support and training to district staff on the use of PowerSchool and on appropriate data entry and data management of student information.

The SIS system, PowerSchool, provides the South Carolina Department of Education (SCDE) with a comprehensive data collection and reporting system from all public school districts. The SIS generates data necessary to conduct education accountability. The SIS system includes data collection, storage, retrieval, analysis and reporting.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

During 2012-13, the SCDE conducted four (4) quarterly data collections and eleven (11) additional data collections to fulfill a variety of mandated data reporting, testing, and accountability requirements. In each case, data were extracted from the SIS (PowerSchool) databases installed in all SC school districts and at State Operated Programs. These regular data collections were performed by SCDE staff in collaboration with technology staff. Data collected from the school districts and schools were used to precode test booklets and answer sheets, to help to calculate dropout and graduation rates, and to meet other data reporting requirements for accountability.

In 2012-13, school districts worked to upgrade their SIS systems to PowerSchool version 7.7 before the beginning of the 2012-13 school year. This was a major software upgrade that also required hardware upgrades for many school districts. During 2012-13 school year, districts also implemented several new custom applications (adjunct components of PowerSchool), including an electronic Individual Graduation Plan (IGP) application, a

Student Potential Performance Snapshot (SPSS) application. These custom applications were developed by SCDE with input from school districts and have been integrated into South Carolina's version of PowerSchool.

In 2012-13, school districts also provided technical input, data, and programmatic advice to SCDE on the planning and implementation of a Statewide Longitudinal Data System (SLDS) grant project. In 2012-13, SCDE also completed design and technical development of an SLDS and conducted a series of information, planning and training sessions with districts.

In 2013-14, initial rollout and eventual statewide implementation of the South Carolina Longitudinal Information Center for Education (SLICE) is planned. School districts are now actively engaged with SCDE in planning for the technology, training, and data associated with the SLICE. SLICE consists of the SLICE data warehouse, (which includes PowerSchool data), SLICE data dashboards, SLICE specialized applications - such as, the Individual Graduation Plan (IGP); the Student Potential Performance Snapshot (SPPS) At-Risk Indicators, used by guidance counselors, and the Enhance-Individual Education Plan (IEP) application). These SLICE tools, along with PowerSchool and other data systems, will provide more accurate and timely data, as well as useful information about longitudinal trends, that can be used by educators and administrators to improve the effectiveness of teaching and learning and to inform decisions.

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

SCDE Office of Research and Data Analysis staff provide technical support to school districts, via phone, email, periodic meetings, workshops and webinars to enable districts to use their SIS system, PowerSchool, most effectively. Funds from the PowerSchool/Data Collection program are used to provide district and school staff with access to online and instructor-led PowerSchool training, offered by Pearson Technologies and Data Solutions (the vendor for PowerSchool).

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

In 2012-13, the direct products and services delivered by this Program include:

Student attendance and enrollment data required to fund public K-12 education.

District and school data used to support the state standards assessment programs, such as the data needed to precode test answer sheets.

District and school student assessment, enrollment, and attendance data, required to calculate graduation rate, dropout rate, and numerous other indicators of school and district effectiveness.

Data required for: A) the state accountability system - School and District Report Cards; and the federal accountability system - ESEA Grades.

Data used in audits, program evaluation and research on program effectiveness,

Data to fulfill state and federal reporting, accreditation, and regulartory requirements.

In addition, PowerSchool data are also used to fulfill federal reporting requirements of the US Department of Education (e.g., EDFacts.

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Question 6: What are the outcomes or results of this program?

This Program provides funding to maintain both the school district Student Information System (PowerSchool) and the corresponding data system(s) at the SCDE. Centralized funding of a Student Information System used by all districts and schools in the state, including centralized funding of PowerSchool and related technical components of such a system, e.g, the Schools Interoperability Framework (SIF) infrastructure, the SUNS unique student ID system, and various custom (South Carolina specific) components - Individual Graduation Plan (IGP), Student Potential Performance Snapshot (SPPS) Student At-Risk Indicators applications, provide a cost0effective method of ensuring that accurate, reliable, and timely data are readily available for a variety of required purposes. This Program, centrally funded, reduces the overall costs what would be incurred by the state to carry out separate and partly redundant data collections at the state level.

The PowerSchool Data Collection program also provides the official student and membership data used by the Office of Finance to calculate per pupil funding for districts and schools.

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

In 2012-13, there was no external evaluation of the PowerSchool Data Collection Program.

Has an evaluation ever been conducted?

___Yes

_X___No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__ Yes

____ No

If yes, please provide URL link here.

If no, why not?

SCDE monitors the accuracy of PowerSchool data collected from districts and schools, by identifying, tracking, and correcting data errors, by providing error reports to the districts for review and correction, and by using statistical analyses and error detection techniques to find and correct inaccuracies in the data extracted from district PowerSchool databases during the school year.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

To absorb potential EIA reductions, funding for training of district and school staff who enter, maintain, analyses and report student data, and the district PowerSchool student information system, would likely be reduced. This would result in a decrease in data accuracy, and perhaps in delays in meeting state and federal reporting requirements.

Potential EIA reductions may also adversely impact the state's ability to pay a consolidated (lower cost) statewide annual maintenance and technical support fee for PowerSchool, for all the districts and special schools in the state. The cost of PowerSchool might have to be shifted to each district, possibly resulting in higher aggregate cost for the statewide system.

Funding of the annual maintenance and technical support fees, whether paid for centrally through this Program or individually by each district would ultimately result in increased operation cost to the state.

The Student Unique Numbering System (SUNS) would also have to be continued. However the funding of the license fees paid by the state to provide school districts with local use of the Schools Interoperability Framework (SIF) might have to be reduced or eliminated altogether. School Districts would have to pick up the cost to continue using the SUNS and SIF locally.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Currently, the annual maintenance and technical support fees for PowerSchool are based on a reduced per student rate calculated from the total number of students enrolled statewide. A reduction in funding for this Program may adversely impact the per student rate the vendor would charge to individual school districts, to provide the same technical support and maintenance required to keep PowerSchool up-to-date and functioning properly. Maintaining program funding is strongly advised to avoid the consequences associated with interruptions in data or degrading of data quality and data systems.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

POWER SCHOOL & DATA COLLECTION

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$5,000,000	$7,500,000
General Fund		
Lottery		
Fees		
Other Sources		
Various Sources		
EIA Cash Balance (Proviso 1A.41)		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$5,000,000**	**$7,500,000**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	$6,581	$6,600
Contractual Services	$4,398,937	$7,489,400
Supplies & Materials		
Fixed Charges		
Travel	$2,191	$2,000
Equipment		
Employer Contributions	$1,946	$2,000
Allocations to Districts/Schools/Agencies/Entities		
Other: Permanent Improvements		
Balance Remaining	$590,345	
TOTAL:	**$5,000,000**	**$7,500,000**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: CDEPP- SCDE

Current Fiscal Year: 2013-2014

Current EIA Appropriation: $20,240,998

Name of Person Completing Survey and to whom EOC members may request additional information: Penny Danielson

Telephone Number: 803 734-8251

E-mail: pdanielson@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

_X_ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): Proviso 1A.34 If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

___ Yes

__X_No

We have SCDE CDEPP Guidelines, but they have not been approved by the State Board of Education.

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The Child Development Education Pilot Program (CDEPP) is designed to serve 4 year old children eligible for free/reduced lunch and/or Medicaid, in a full day - 180-day instructional program to prepare them to enter Kindergarten ready to learn.
The annual objectives of the program were to strengthen the language / literacy program of CDEPP classrooms by offering professional development regionally and statewide for teachers and administrators.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Due to staff limitations during the 2012-2013 school year, which continued from the previous school year, modifications were made to the on-site monitoring and technical assistance that had been provided in previous years. Regular on-site monitoring has been eliminated and technical assistance is provided only upon request.

Professional development sessions offered by the SCDE were provided regionally on topics including literacy, curriculum, assessment, and best practices for emergent readers and writers.

Two statewide Early Childhood conferences are conducted by professional organizations during the year for providers to obtain valuable professional development required by the program guidelines as it relates specifically to educating children in poverty. While funds to support attendance were no longer available, attendance was recommended.

Annual professional development plans were collected and reviewed by the agency.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Regional and statewide professional development sessions were conducted throughout the year. Participants in attendance at each session ranged from 20-75 with approximately 300 participants in attendance throughout the year.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The assessment evaluation was conducted in partnership with the University of South Carolina and was last reported on October 11, 2011.

Data indicated modest and meaningful progress in language, achievement and social and behavioral development. The data also support the competencies learned in pre-Kindergarten were maintained through their Kindergarten year.

Because funding was not reinstated, no outside evaluation has been conducted.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

October 11, 2011

Has an evaluation ever been conducted?

_X__ Yes

____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

See Previous EOC evaluation information

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X__ Yes

____ No

A hard copy can be provided.

If yes, please prove URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Last year, because of EIA limited appropriations to CDEPP, the full per pupil funding amount of $4218 was reduced to $3670 per pupil. This fiscal year, there was approval to increase the per pupil amount back to the $4218 level. However, no funding for professional development or supplies and materials was given again this year. Any further per pupil reductions could result in districts discontinuing the program.

The SCDE has also not re-negotiated services with contracted personnel due to budgetary constraints, thus reducing the amount of technical assistance provided. During the past year, the SCDE has used virtual means to provide information to schools and districts. These virtual practices will continue to be used in the current and upcoming fiscal years.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional funds are made available in the 2014-2015 school year, the full per pupil funding will again be reduced. No additional supplies/materials funding or professional development funding will be made available to districts to serve this 4 year old population.

Also, districts who currently serve this population of students will not be able to increase their numbers of service and will be in jeopardy of being forced to reduce programs offered.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$17,300,000	$20,240,998
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$17,300,000**	**$20,240,998**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$17,300,000	$20,240,998
Other: Transfers		
Balance Remaining		
TOTAL:	**$17,300,000**	**$20,240,998**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **EIA - Four-Year-Old Child Development**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$15,513,846**

Name of Person Completing Survey and to whom EOC members may request additional information:

Penny Danielson

Telephone Number:

803 734-8251

E-mail:

pdanielson@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

_X_ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-5-65, 59-139-05 et seq.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

43-264.1

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:
The mission is to provide four-year-old kindergarten classes to serve children most likely to experience school failure in district that are not designated as CDEPP districts. However, changes in recent legislation gear the service to those students eligible for free/reduced lunch.

Current Annual Goals:
The overall goal of the four-year-old early childhood program is to increase the quality of early childhood and family literacy programs so that children are better prepared for school, ensure that children will enter school ready to learn and succeed, ensure that children will have access to quality early childhood programs, provide more effective parenting for children and increase parental involvement in 4K-12 education.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Throughout the year several conferences are held for early childhood and parenting family literacy coordinators and early childhood teachers to ensure they have the proper professional development needed to educate children with readiness barriers and those in poverty.

District audits and detailed by school expenditures are collected annually that provide expenditure information. Because of a reduction in the appropriation over the past several years, analysis of spending indicate that districts most often supplement with local and/or other state/federal funds.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

In FY 2012-13, 24,346 4K children were served across all 4K programs.

According to the most recent NIEER (National Institute for Early Education Research) indicates that South Carolina is in the top 25% of states with access to 4 year old pre-school programs.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

South Carolina-based research studies underscore findings from similar studies in other states that young children at risk of academic failure can get an academic boost from participating in pre-kindergarten programs and are more likely to be ready to enter Kindergarten.

Steven Barnett with NIEER in September 2011 stated that "preschool programs or even programs that succeed in serving all children from low-income families would produce a different dynamic, reducing the need for compensatory efforts in the early grades and changing who receives compensatory services.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

December 2011

Has an evaluation ever been conducted?

_X_ Yes

____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

National Institute for Early Education Research NIEER researchers reviewed access to programs, quality standards and resources. In the April 2013 NIEER report, the findings were that S.C had increased its enrollment of 4-year-olds in state pre-K by two percentage points in 2011-2012. As a result, the state improved its national ranking, moving up from 11th in the nation in 2010-2011 to 10th in 2011-2012 for access. According to the NIEER Report, the per child amount for prekindergarten has gone down in many states and South Carolina is no exception. South Carolina, which ranks 39th of 40 states with pre-K programs, spent $159 less per child in 2011-2012 than the previous year. And the NIERR report indicated that our state's two pre-k programs achieve 6 and 7, respectively, of NIEER's 10 benchmarks for quality standards. The Yearbook's 10 quality standards reviewed with their respective benchmarks are:

- Teacher degree: Must have a bachelor's degree;
- Teacher training: Must have specialized preparation in preschool education;
- Assistant teacher qualification: Must have a Child Development Associate (CDA) or equivalent credential;6
- Professional development: Teachers must receive at least 15 hours of annual in-service training;
- Class size: May not exceed 20 children;
- Ratio: May not exceed 10 children per staff member;
- Early learning standards: Comprehensive standards as specified by the National Education Goals Panel for physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge;
- Comprehensive services: Vision, hearing, and health screenings and referrals as well as at least one service such as home visits, parent education, or nutrition information;
- Nutrition: Provision of at least one meal; and
- Monitoring quality: all sites are visited to assess program quality at least once every five years.

(For 2013-14, the amount allocated per child has been increased for the Child Development Education Pilot Program to $4,218.00)

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X_ Yes

____ No

If yes, please provide URL link here.

http://nieer.org/yearbook

http://nieer.org/publications/yearbooks/2012-south-carolina-release

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Because all of the funding in this appropriation is flow through to districts, districts will be tasked with finding additional revenue to support this program using local funding.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Because proviso guidance was changed in the 2010-2011 school year, districts are now being asked to serve those students eligible for free/reduced lunch and/or Medicaid. This should ensure that the students most needy are being served.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

EIA-FOUR-YR-OLD PROGRAM

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$15,513,846	$15,513,846
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer		
Carry Forward from Prior Year		
TOTAL:	**$15,513,846**	**$15,513,846**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$15,513,846	$15,513,846
Other:		
Transfer Out		
Balance Remaining		
TOTAL:	**$15,513,846**	**$15,513,846**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Teacher of the Year**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$155,000**

Name of Person Completing Survey and to whom EOC members may request additional information: Sherry Schneider

Telephone Number: 803-896-0384

E-mail: sschneider@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___was an original initiative of the Education Improvement Act of 1984

___was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

___is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

General Appropriation Act, 2007 S.C. Acts 117, Proviso 1A.18.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The objective of the Teacher of the Year program is to celebrate excellence and strengthen the teaching force by honoring and recognizing exceptional teachers on a district, state, and national level. The long-term mission of the program is retention and recruitment. Each Teacher of the Year serves as an advocate for the profession by motivating high school students, college students, and career changers to enter the classroom. Since 1956, one teacher and four Honor Roll teachers are selected by two separate panels of educators, deans, and business representatives. He or she spends one school year of service as a roving ambassador providing mentoring, attending speaking engagements, participating in leadership programs, working with teacher cadets and teaching fellows, leading the state Teacher Forum and serving as a spokesperson for the state's public school educators.

This program not only honors the selected recipients, but all teachers in South Carolina. Extra incentive points are given to those teachers who have become National Board Certified. Honor Roll teachers are active in teacher-leadership forums as are most District Teachers of the Year. District Teachers of the Year are awarded $1,000 each. Four Honor Roll Teachers receive $10,000 each. The State Teacher of the Year receives $25,000. All awards are subject to state taxes.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

In 2012-13, 83 districts participated, including the newest addition-the South Carolina Public Charter School District. In addition, the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and the Blind also participated bringing the total to 86. The Office of Educator Services worked with public information specialists and/or coordinators from each district in an advisory role as they selected their District Teacher of the Year. All names were due to SCDE on

the 15th of September, 2012 and all applications were due January 6, 2013. This office attended five regional forum meetings to provide information and tips about the application process, answered ongoing phone calls and emails, and selected and secured 28 exceptional judges from the education and business community to serve on the screening and selection committees. The lead contact from SCDE was regularly in contact with District Teachers of the Year, coordinators, and judges. She worked with CERRA to coordinate a day of judging at the Parklane Road Offices of the SCDE. She also provided information and writing support to South Carolina Future Minds.

The State Teacher of the Year, Amy McAllister (Florence 5), served as an exceptional role model and ambassador traveling throughout the state to speak and interact with teacher cadets, teaching fellows and educators. She served as the chair of the State Teacher Forum and participated in regional forum meetings. She participated in Leadership South Carolina which gave her an opportunity to share the teaching profession's point of view with statewide business leaders. McAllister also participated in the Education policy Fellows Program, a professional development program designed to give educators an opportunity to work toward the implementation of sound education policy and practice in South Carolina. McAllister provided mentoring to induction teachers and championed teaching as a profession to Rotary clubs and others.

In May of 2013, a special education celebration, sponsored by statewide businesses and legislative partners, was held in Columbia. State Superintendent of Education Mick Zais announced Darleen Sutton, a first grade teacher from Pickens Elementary, as the 2013-14 State Teacher of the Year. Participation in the 2013-14 program is now underway and participation is again high with 83 districts and agencies.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The Teacher of the Year program is designed as a retention, recruitment and motivational tool. Eighty-six districts and state agencies participated in 2012-13. The State Teacher of the Year continues to serve as a year-long ambassador for South Carolina's teachers working closely with district teacher cadet programs and CERRA's teaching fellow program. The State Teacher of the Year also works closely with the Center for Educator Recruitment, Retention, and Advancement (CERRA) as a statewide teacher leader/mentor who trains, encourages, mentors, and retains members of South Carolina's teaching workforce. In addition, the State Teacher of the Year serves as a liaison between the teaching profession and the business community throughout the state. Honor Roll teachers and District Teachers of the Year are actively involved in teacher-leadership forums, teacher cadet programs, and mentoring. The Teacher of the Year selection process at the local level generally includes selection of a Teacher of the Year for each school. This process encourages excellent teaching and

rewards hundreds of teachers across South Carolina. Many of each year's applicants typically have participated in the teacher cadet program as participants or as mentors.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Outcomes include high participation in the Teacher of the Year program with 83 districts and the Department of Juvenile Justice, Palmetto Unified, and the South Carolina School for the Deaf and Blind participating- 86 total. The judging process ensures competitiveness, fairness, and excellent finalists. Business sponsors endorse the importance of the teaching profession and remain actively engaged as judges as well as in both providing funding for and attending a special event held in Columbia in the spring. The Teacher of the Year continues to be an excellent ambassador for South Carolina and strong recruitment tool as she addresses teacher cadets, teaching fellows and induction teachers. He or she continues to travel the state visiting classrooms and participating in district teacher forums. Media interest remains high, coverage often appears on the front page with several follow-up stories.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2005

Has an evaluation ever been conducted?

_X_ Yes

____No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Members of the then Division of Educator Quality, CERRA, and former judges met at the DEQL to review the judging process. Several changes were made to the process. More judges were added to the Screening Process - it was felt that it was too time consuming for one set of judges to evaluate all district applications. Consequently, each set of judges (3 sets) read and score approximately one third of the applications. In addition, the name of the applicant as well as the district and school of the applicant were removed from the judges' copies to ensure impartiality. Finally, since the

outgoing Teacher of the Year often works with the current District Teachers of the Year, it was established that there would be a four year lapse before a veteran Teacher of the Year could be a judge. Although the program had not had problems, it was felt this would reinforce an impartial process. The judging seasons continue to run smoothly and all felt these safeguards were a positive adjustment.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X_ Yes

____No

If yes, please provide URL link here.

http://ed.sc.gov/agency/programs-services/TeacherRecognition.cfm

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Again, this is a fixed amount based on district participation it includes all participating districts plus DJJ, Palmetto Unified and the SC School for the Deaf and the Blind. Eighty-six will participate in 2013-14.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-2015 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

This is a fixed amount. We do not and have not requested additional funding above the level indicated.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TEACHER OF THE YEAR

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$155,000	$155,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year		
TOTAL:	**$155,000**	**$155,000**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$153,940	$155,000
Other: Transfers		
Balance Remaining	$1,060	
TOTAL:	**$155,000**	**$155,000**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name:	**Teacher Quality Commission – Division of School Effectiveness**
Current Fiscal Year:	**2013-2014**
Current EIA Appropriation:	**$372,724**

Name of Person Completing Survey and to whom EOC members may request additional information: Cindy Van Buren, Director, Office of Educator Services

Telephone Number: 803-896-0352

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

The Division of School Effectiveness is guided by numerous laws, provisos, regulations and guidelines.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

R-43-50, R43-51, R43-52, R43-53, R43-55, R43-56, R43-57, R43-62, R43-63, R-43-90

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission: The Office of Educator Services is responsible for the recruitment, preparation, and licensure of educators. Whether focusing on the accreditation of educator preparation programs, recruiting and retaining great educators, or assisting schools and districts to ensure that teachers obtain appropriate licensure, the mission is to meet the continuum of educator needs beginning at the pre-service level and throughout a educator's career.

Current Annual Objectives:
To support and improve educator preparation and the education profession overall
To efficiently and effectively license educators
To recruit, retain and recognize educators

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Accomplishments:
1. The office was reorganized to be the Office of Educator Services and is more focused on staff, production and customer service.
2. The website is under constant redesign and upgrade in an effort to make it more user friendly.
3. Educator Preparation conducted nine accreditation visits, thereby assuring that institutions preparing teachers meet and exceed national standards.
4. Educator Preparation provided training for state Board of Examiners members.
5. The PACE curriculum is under constant revision to ensure it is both rigorous and relevant. PACE shifted to partial "pay for services" funding due to significant budget cuts. Even with the reduction of teaching positions in SC this year, PACE teachers were in demand.
6. Teach for America teachers are in place and recruiting has resulted in a significant increase for the next school year. ABCTE continues to be a viable pathway to the classroom for career-changers.
7. The Troops to Teachers program established strong relationships with military organizations across the state. The SC Troops to Teachers program is rated 10th best in the nation.
8. Current Memoranda of Understanding with Spain, India, France, and China were enforced. The International Teacher Advisory Board reviews and recommends International Teacher provider organizations.
9. Teacher recognition continued to be an important function in OES. School districts were provided assistance in their Teacher of the Year programs, the Milken Educator awards program was implemented as was the South Carolina Teacher of the Year program.

Planned changes:
1. The Teacher of the Year application has been converted to an online application process.
2. PACE is undergoing a state-wide review to remove barriers to entering the profession in high need subject areas and geographies.
3. The state will adopt CAEP (Council on the Accreditation of Educator Preparation) as the national standard replacing NCATE (National Council on the Accreditation of Teacher Preparation).

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

1. Over 50,000 phone calls; approximately 65,000 e-mails; nearly 1,600 walk-ins, and over 60,000 email requests. Additionally 109,470 documents were scanned into the certification system.
2. The International Visiting Teachers Program began in 1999 with a Memorandum of Understanding (MOU) with Spain. The program currently has MOUs with China, France, Spain and India. In 2011-12, there were over 90 teachers from India and two teachers from France. Twenty districts participated in the program by accepting teachers for math, science, special education, French, and Spanish. In support of International Education Week, the DSE hosted the first International Visiting Teachers Award Program and invited participants to submit applications and evidence of promoting culture within their classrooms.
3. The statewide teacher of the year program includes participation from 86 districts. SC also continues to work with the Milken Foundation to ensure great teachers in SC are recognized.
4. Nine educator preparation programs were either accredited or reaccredited with support of EIA funding.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

1. The Office of Educator Services is responsive to educators across SC. Despite a fire at the office, displacement of staff, and the lack of director for most of the year, the average turn-around on a licensure case was usually less than six weeks. The goal for 2013-14 is to achieve and maintain a case turn-around time of 2 weeks year round.
2. NCATE/State accreditation reviews, Higher Education Roundtable meetings, the work of the Professional Review Committee are having a positive impact on teachers in the state. Nine educator preparation providers were reaccredited by the state using national standards.
3. OES has established strong relationships with school districts, local and state educational organizations, higher education institutions and national educational organization. These collaborations and partnerships create synergy and have a positive impact on teacher quality.

4. South Carolina has a strong and viable International Visiting Teachers Program.
5. The South Carolina Teacher of the Year program is a world-class program that recognizes outstanding teachers from across South Carolina.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Varies depending on program

Has an evaluation ever been conducted?

_X_ Yes

____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Evaluations are conducted by individual program. PACE and Add-on Licensure are going through complete evaluations in the 2013-14 fiscal year.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X_ Yes

____ No

If yes, please provide URL link here.

http://ed.sc.gov/agency/se/

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

OES will continue to maximize our impact on educators in SC while continuing to look for ways to reduce costs. We will continue to look at ways to reduce on-site training and replace it with virtual instruction. We will shift to user pay for service when that makes sense. Of the $373K designated for Teacher Quality, $85,000 was allocated for accreditation and educator preparation, $8,600 for teacher recognition efforts (TOTY), $5,000 for our cultural exchange program/international teachers, $8,000 for teacher recruitment efforts, and $49032.77 for educator licensure. As you can see, this does not come close to $373K. I do not know where the rest of the money was allocated. Please note that of the $155,632.77 allocated above, only $87,566.62 was actually spent by the Office of Educator Services to promote Teacher Quality. Therefore, we could sustain a reduction in the 2013-14 fiscal year and still operate at the same level as in 2012-13. However, we would like to develop a plan for using this funding that truly transforms teacher quality in our state.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Day to day functions of the Office of Educator Services to improve Teacher Quality would be negatively impacted by this loss of revenue.

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name:	**Teacher Salary Supplement and Employer Contributions**
Current Fiscal Year:	**2013-2014**
Current EIA Appropriation:	**$141,523,712**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

_X_ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

59-20-50(b)

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X_ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:
The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:
Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. The average teacher salary for FY 2013 was $48,375.

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:
The mission of the program is to ensure adequate supply of quality, caring and competent teachers for all South Carolina classrooms by promoting strategies for the recruitment, training and retention of teachers.

Current Annual Goals:
Program goal and objective is to achieve a SC average teacher salary as directed and funded by the General Assembly. In order to keep qualified and competent teachers in SC classrooms, the salaries must be maintained at a competitive level. The average teacher salary for FY 2013 was $47,428.

Question 4: In the prior fiscal year, 2012-2013, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Professional Certified Staff (PCS) system is used to assess output results for average teacher salaries. Because districts have to report the actual salary paid to certified staff, PCS is an accurate tool for assessing the output. The base line is determined in the Minimum Salary Schedule as determined by funding and the stated goal provided by the General Assembly.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

The Professional Certified Staff (PCS) system is used to report actual salaries paid to SC teachers. It is the intent of the General Assembly to appropriate dollars to ensure that teachers in SC are paid at $300 above the Southeastern average.

In FY 13, the projected Southeastern average was $48,358 as reported by the SC Budget and Control Board – Division of Research and Statistics. The actual FY 13 average teacher salary was $48,375.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

With the increase in funding, providing teachers with a 2% pay increase, the state average teacher salary is now slightly above the Southeastern average.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation ever been conducted?

____ **Yes**

____ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

NA

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____ **Yes**

____ **No**

If yes, please provide URL link here.

If no, why not?

NA

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Districts will continue to be funded at the levels generated by their Professional Certified staff reporting. If state appropriations are reduced, at any level, districts would have to absorb any reductions in teacher salary. Because districts are required to maintain levels at or above the State Minimum Salary Schedule, districts would be required to maintain the salary funding should state funding not be available.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional EIA revenues are generated and the minimum salary schedule is increased, districts would be required to use local funds to meet minimum salary requirements.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TEACHER SALARY SUPP-STATE

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA - Recurring		
EIA - Non-recurring	$10,070,600	$0
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$10,070,600**	**$0**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$10,070,600	$0
Other: Transfers		
Balance Remaining		
TOTAL:	**$10,070,600**	**$0**
# FTES:		

TEACHER SALARY SUPPLEMENT AND FRINGE BENEFITS

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA - Recurring	$131,453,112	$141,523,712
EIA - Non-recurring	$10,070,600	
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		$2,176,410
TOTAL:	**$141,523,712**	**$143,700,122**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$139,346,762	$143,700,122
Other: Transfers		
Balance Remaining	$2,176,410	
TOTAL:	**$141,523,172**	**$143,700,122**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: National Board Certification

Current Fiscal Year: 2013-2014

Current EIA Appropriation: $54,000,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number: 803-734-3605

E-mail: mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

_X_ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SECTION 59-26-85. NBPTS recertification; development of application fee loan program. [SC ST SEC 59-26-85]

(A) Teachers who are certified by the National Board for Professional Teaching Standards (NBPTS) shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification and NBPTS certified teachers moving to this State are exempted from initial certification requirements and are eligible for continuing contract status and their recertification cycle will be consistent with National Board certification. Teachers receiving national certification from the NBPTS shall receive an increase in pay for the life of the certification. The pay increase shall be determined annually in the appropriations act. The established amount shall be added to the annual pay of the nationally certified teacher.

(B) The Center for Teacher Recruitment shall develop guidelines and administer the programs whereby teachers applying to the National Board for Professional Teaching Standards for certification may receive a loan equal to the amount of the application fee. One-half of the loan principal amount and interest shall be forgiven when the required portfolio is submitted to the national board. Teachers attaining certification within three years of receiving the loan will have the full loan principal amount and interest forgiven.

Section 59-26-85

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.33; 1A.50

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-Term Mission: To elevate and reinvigorate the teaching profession by providing high quality professional development for teachers based on national standards.
Current Annual Objectives:
1. To increase the number of National Board Certified Teachers.
2. To provide candidate support through professional development.
3. To reward teachers who have completed the rigorous assessment that demonstrates that they are accomplished teachers.
4. To help reduce teacher turn-over by providing incentives for teachers to remain in the classroom.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Current Annual Objectives:
1. Both the Center for Educator Recruitment, Retention, and Advancement (CERRA) and the Division of School Effectiveness (DSE) encouraged cohorts of teachers as well as individual teachers to participate in the NBCT program. School and district leaders were also encouraged to provide support and guidance.
2. The CERRA web-site and CERRA's EOC Annual Report provides detailed information on the NBCT program. CERRA and DSE staff are available to provide support and guidance to any teacher interested in participating in this important program.
3. CERRA also provides support for a District Liaison for NBCTs for each local school district, candidate support workshops for teachers, and a Toolkit for new candidates and for NBCTs working toward certificate renewal.
4. Additional information is available on the National Board website.
5. Teachers in at-risk schools who complete the application process never have to repay regardless of whether they certify.
6. The state supports teaches who have achieved the national Board certification with the payment of a salary supplement of $7500 or $500 depending on when the teacher originally applied.
7. Many school districts provide additional incentives for NBCTs.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Current Annual Objectives:
The following program outputs are excerpts from the CERRA Annual Report:

- South Carolina teachers earned 360 new NBC certificates this year.
- Although no longer offered, CERRA continues to track loans for candidates who sought to obtain NBC certificates.
- CERRA's online toolkit is available to all candidate support providers to assist candidates with the process.
- Two workshops for district liaisons were held in 2012-13. District liaisons arrange awareness meetings for teachers to become familiar with National Board and the loan process. Local districts and the professional teachers' organizations provide workshops to support the work of National Board candidates.
- CERRA supported one Targeted High-Needs Initiative (THNI) statewide Take One! Cohort during 2012-13. Two additional Take One! Cohorts were sponsored by districts.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

1. A total of 8,142 teachers in South Carolina are National Board Certified with approximately 6600 who received the supplement
2. South Carolina has the third highest number of NBCTs in the nation.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

____ **Yes**

_X__ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

NA

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____ **Yes**

_X__ **No**

If yes, please provide URL link here.

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

The National Board program is exempt from EIA reductions.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Given the current statutes, the General Assembly would have to make a recommendation to reduce either the supplement amount and/or put a cap on the number of candidates who qualify to receive the award. Currently funding may be inadequate to meet the needs for the 2013-2014 school year based on the number of those currently in the system and those newly announced/renewed teachers in the fall of 2013.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

NATIONAL BOARD CERTIFICATION

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$64,000,000	$54,000,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
GF Reduction		
Transfer In (loan payments)	$291,887	
Transfer Out		
Carry Forward from Prior Year		$282,879
TOTAL:	**$64,291,887**	**$54,282,879**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$56,281,797	$54,282,879
Other: Transfers		
Balance Remaining	$8,010,090	
TOTAL:	**$64,291,887**	**$54,282,879**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Teacher Supplies**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$13,596,000**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mellanie Jinnette

Telephone Number:

803-734- 3605

E-mail:

mjinnett@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

NA

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Proviso 1A.12

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:
The goal of the program is to ensure that the teacher supply reimbursement funds are paid in accordance with the proviso and to districts in adequate time so that teachers are able to purchase needed supplies and materials before students report on the first day of class.

Current Annual Goals:
The mission is to provide "up to" $275 per qualifying teacher, reimbursement for out-of-pocket expenses related to purchases for the classroom, in a timely manner.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

In compliance with proviso 1A.12, teacher supply funds were paid to qualifying teachers on or before July 15. Districts provided funding to teachers "on the first day, by contract, are required to be in attendance at school"
The Professional Certified Staff (PCS) system is used to verify and trace eligible staff as outlined in the proviso.
Audited financial data is collected each year to ensure program financial viability.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

A reconciliation of all teacher supply funding is completed after November 30 of the fiscal year. This method ensures that the correct number of eligible personnel are reimbursed according to the guidelines.

In FY 2012-13 approximately 51,000 teachers were funded for teacher supply reimbursement.
This included all school districts (to include the state charter district), vocational centers, special schools, and both governor schools.

However, the districts were only funded at a $250 level because of the fixed appropriation lelve and the number of teachers eligible to receive the funding.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Teachers received funds to pay for classroom supplies and materials on the first day of reporting for work in the 2012-13 school year. Although during the 2012-13 school year, funds were inadequate to cover the entire $275, teachers were provided $250 for teacher supplies.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

NA

Has an evaluation ever been conducted?

____ **Yes**

_X_ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

NA

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____ **Yes**

_X_ **No**

If yes, please provide URL link here.

If no, why not?

No evaluation is required.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

During the 2012-13 school year, the SCDE was not able to fully fund the allocation per teacher at the $275 level. Further reductions in this appropriation could decrease the amount of funding per teacher for classroom supplies.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no additional monies were appropriated for this program, the amount per teacher (currently $275) may have to be reduced to a lesser amount. This would ensure that teachers would receive some funding, if not the full amount.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TEACHER SUPPLIES

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$13,199,520	$13,596,000
General Fund		
Lottery		
Fees		
Other Sources		
Transfer from EOC Proviso 1A.41		$0
Carry Forward from Prior Year		
TOTAL:	**$13,199,520**	**$13,596,000**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$13,199,520	$13,596,000
Other: Transfers		
Balance Remaining		
TOTAL:	**$13,199,520**	**$13,596,000**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Professional Development**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$5,515,911**

Name of Person Completing Survey and to whom EOC members may request additional information:

Ruth Nodine

Telephone Number:

803-734- 3540

E-mail:

rnodine@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

1A.29.SCE EIA: Professional Development

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

General Appropriation Act, 2013, Proviso 1A.29. (SDE-EIA: Professional Development)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

EIA funds are appropriated for Professional Development and expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts, to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards, and to analyze results for needed modifications in instructional strategies.

Funds were allocated directly to districts in support of this mission through the Professional Development Program. These funds also supported the goals of the Office of Instructional Practices and Evaluations. The 2013-14 goals of the PD program are to enhance capacity of teachers to implement and support standards-based curriculum, instruction, and assessment practices, and to increase teacher knowledge of the subject matter content.

The Office of Instructional Practices and Evaluations provides educators with an array of multifaceted professional learning opportunities that integrate theory and best practice, build capacity, and are data and results-driven. Through various technologies, job-embedded learning, and customized services, the Office of Instructional Practices and Evaluations seeks to advance the current practice of professional development to bolster teacher quality and, by extension, student learning in South Carolina.

Most recently, the professional development focus has been on training teachers and administrators on the Common Core State Standards and we transition to and implement them in South Carolina.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Professional development was again provided through Webinars and regional meetings in the areas of Literacy, Mathematics, Modern and Classical Languages, Visual and Performing Arts, Gifted/Talented, Advanced Placement, Social Studies, and Comprehensive Health Education. In addition to the previous trainings, during the 2012-13 year, the Office of Instructional Practices and Evaluations continued its practice of live streaming, videoing, and archiving local training events in support of the Common Core State Standards (CCSS). There were more than 30 Live Streaming events recorded during the academic year and 20 during the summer, making them accessible to those unable to physically attend. The archived training events (links to videos, PPTs, and handout materials) and other support resources can be accessed on the SCDE's Common Core Support site http://ed.sc.gov/agency/programs-services/190/ccss-support/index.cfm
The recorded events represent less than a third of professional development events offered throughout the state.

For funds allocated directly to school districts, the districts are required to complete a Web-based survey annually which summarizes the progress made toward these goals. The Office of Instructional Practices and Evaluations collected this data for a summary report. Based on the most recent data provide by the districts (FY12), some of these funds supported the professional development of teachers and administrators but some were transferred to the district general funds because of Provisos 1.32, 1.52, and 1A.17; Joint Resolutions H4905/H4595 (SDE-EIA: School Districts and Special Schools Flexibility). These provisos allow for flexibility in the spending of Education Improvement Act funds including the PD dollars.

Samples of what districts reported use of funds:

- Instructional supervisors worked with district and school administrators to plan professional development opportunities for core content teachers in kindergarten through twelfth grade. The professional development plan centered on the needs identified from current assessment data and the implementation of Common Core State Standards. This professional development occurred throughout the year as well as the summer. Funds were used for stipends and fringe benefits for summer professional development. Funds were also used to purchase materials to support these professional development plans.

- These funds were used to provide training, particularly in math, to provide teachers training on the implementation of Common Core State Standards.
- Teachers attended Reading, Math, and Technology workshops and a Social Studies conference. They also began initial implementation of CCSS ELA and Math shifts. Teachers increased the amount of informational text read in their classrooms, a focus was placed on increasing informational text in the classroom libraries, and additional time was devoted to independent reading. Elementary teachers focused on training and implementing "The Daily 5" and "Cafe" strategies in their classrooms.
- Professional Development funds were used to pay consultant fees. These teachers then participated as members of professional learning communities with other grade level team members. As a result of collaboration, all teachers on the grade level teams were able to improve their knowledge and classroom practice which in turn improved student achievement of state standards. Focus topics were balanced literacy, using data to make instructional decisions, and shifts in instructional strategies that support Common Core State Standards. Sessions were also held for teachers of gifted students and specific strategies for working with middle school students. Professional texts were purchased that were used as part of a book study. Supplies were also purchased that were used during ongoing professional development sessions presented by district staff. Travel to state meetings and conferences was also paid using these funds.
- PD Funds were used to provide training in reading and math strategies to help low preforming students as well as provide funding for teachers to attend conferences.

OTHER DISTRICTS

- Funds were flexed for district operations
- Sumter School District strives to maintain or exceed the B ESEA Waiver status. During the 2011-2013 school year, the District flexed most of the funds.
- Professional development funds were flexed due to on-going budget cuts.
- The majority of funds were flexed.
- Funds were flexed according to the flexibility proviso.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

During the FY12, 29,138 teachers experienced professional development supported by the EIA funds (according to the PD Collection Database).

FY13	FY12	FY11	FY10	FY09	FY08	[FY07]	Content Area
21.3%	25.8%	27.7%	25.6%	20.2%	20.3%	[20.1%]	English Lang Arts
19.2%	22.2%	26.7%	22.5%	18.9%	18.9%	[18.7%]	Math
14.8%	17.3%	16.0%	19.5%	17.5%	17.5%	[17.4%]	Science
13.8%	13.8%	15.1%	18.1%	16.5%	16.5%	[16.3%]	Social Studies
6.2%	1.4%	2.1%	1.9%	0.9%	0.8%	[1.4%]	Health & Safety
1.3%	0.3%	0.3%	1.1%	1.4%	1.4%	[0.8%]	World Languages
1.3%	0.8%	0.8%	2.1%	2.5%	2.5%	[2.5%]	Arts
---	---	5.5%	5.7%	20.55%	20.6%	[20.4%]	Multi-curricular
7.9%	4.6%%	5.7%	2.0%	---	---	---	RtI
13.3%	13.1%	---	---	---	---	---	Other

The above categories continued to have teachers and administrators attend state provided professional development through Webinars, recorded Elluminate sessions, and regional workshops in the 2012-13 school year.
Source: PD Data Collection excel document.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

SC - PASS Scores

Regarding SC - PASS results, every grade level made gains in the percentage of students demonstrating proficiency in at least two subject areas. Every grade level made gains in the mean scale score in at least two subject areas with the exception of grade 7, which made gains in only social studies. The percentage of third graders demonstrating proficiency on the PASS reached a new high in 2013.

Some progress was made in closing achievement gaps. Data was available to assess 26 possible achievement gaps between demographic groups. Between white and black students, 16 gaps decreased, 8 gaps increased, and 2 gaps were unchanged. Between white and Hispanic students, 19 gaps decreased, 6 gaps increased, and 1 gap was unchanged. Between subsidized meal students and non-subsidized meal students, 18 gaps decreased, 7 gaps increased, and 1 gap was unchanged. Not much progress was made closing achievement gaps between students with disabilities and non-disabled students, where 17 gaps increased, 8 gaps decreased, and 1 gap was unchanged. [August 1, 2013 News release]
SC - PASS data packet

District Reported Outcomes on Professional Development

ELA

- Implemented quarterly benchmark assessments in all core areas in grades 1-12 to identify remediation needs for students prior to state testing. State report card and ESEA ratings strong.
- PASS ELA scores improved in 4th grade (70.1 to 77.1), 7th grade (62.8 to 70.7 and 8th grade (61.2 to 66.6). Female subgroup increased on HSAP-ELA from 90.7 to 92.9 for Level 2 or higher. On EOC for English 1, the Hispanic subgroup improved their passing rate from 54.1 to 56.3.
- Based on the comparisons of 2011 to 2012 results on PASS, HSAP and EOC assessments, the district scores indicate significant improvement. The percent of students scoring met and exemplary on the 2012 ELA PASS assessment increased from 83.3% to 85.3%. The percent of students passing HSAP increased from 88.5% to 90.5%. The percent of students scoring 70 or above on the English I EOC exam increased from 85.2% to 87%.
- Increased use of best practices in the area of content area reading in all classrooms as observed by classroom observation and lesson planning. Increase SC - PASS scores in the area of ELA in grades 3-8.

- Funds were used for training on Common Core State Standards and the development of lessons, benchmarks, and assessments for implementing Common Core. With this training, teachers' lessons are more rigorous and focus on student engagement.

MATH

- The percentage of students in grades 3-5 who scored met and exemplary on SC - PASS increased from 66.7% in 2011 to 73.5% in 2012. Students in grades 6-8 who scored met and exemplary increased from 53.9% in 2011 to 61.7% in 2012.
- Teachers received math staff development on differentiated instruction methods and introduction to the Common Core Math standards. The district's HSAP 1st attempt pass rate increased 1.2% overall and 11% in one school alone. The district's Algebra I EOCEP pass rate exceeded the State average by .08%. One school posted a 100% pass rate for high school Algebra I EOCEP. This is very rare.
- Lexington Two has made considerable gains in SC - PASS mathematics, science, and social studies from 2010 to 2012 in math (65.4% to 68.5%); in science (66.3% to 69.6%); and in social studies (70.7% to 73.1%). Efforts to improve these scores are constant. Increases from 2010 to 2012 in mathematics were also noted in 6 of 8 of the subgroups analyzed, including African-American students (49.3% to 56.7%), White students (76.0% to 78.5%), Disabled students (27.3% to 29.4%) and students receiving subsidized meals (56.7% to 61.8%). The percent scoring 70 or higher on each EOCEP content area assessment has shown a positive trend from 2011 to 2012. English I EOCEP passage rates in Algebra I EOCEP increased from 72.5% to 81.2%.
- Implemented quarterly benchmark assessments in all core areas in grades 1-12 to identify remediation needs for students prior to state testing. State report card and ESEA ratings strong.
- A Task Force was formed to work on the Math Common Core State Standards. An implementation plan and timeline was developed. Math pacing guides were developed and given to K-2 teachers. Created for 3-5 grade teachers were drop-in units. Curriculum guides for middle and high school teachers were edited.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Spring 2003 *An evaluation was conducted on the old PDSI funding which no longer exists. The current Professional Development budget line is a combination of funds that were consolidated in the 2009-10 school year. No evaluation has been completed on this new Professional Development program.

Has an evaluation ever been conducted?

___Yes

_X_ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____ Yes

_X_ No

If yes, please provide URL link here.

If no, why not?

*No evaluation has been completed on this new PD program.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Programs and districts cut professional development days from their calendars. The state has also enacted Provisos 1.32, 1.52, and 1A.17; Joint Resolutions H4905/H4595 (SDE-EIA: School Districts and Special Schools Flexibility) in order to continue giving districts flexibility in spending.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

EIA funds appropriated for professional development (PD) for certificated instructional and instructional leadership personnel in grades kindergarten through 12 across all content areas, including teaching in and through the arts have been proven to enhance classroom instruction, improve student learning, develop classroom assessments and align curriculum to assessments.

In the past, these funds have provided fiscal assistance to the district and state to provide professional development in standards-based content and instructional practices that have shown state-wide increases in student achievement as reported in the PASS scores.

Currently, during this period of transition to and implementation of the Common Core State Standards, professional development funds are particularly needed to help support teachers and administrators in understanding the CCSS, and learning effective strategies and best practices that will enhance student learning toward college and career readiness. Eliminating these funds would put a burden on the districts for funding the PD for their teachers.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

PROFESSIONAL DEVELOPMENT

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$5,515,911	$5,515,911
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year		
TOTAL:	**$5,515,911**	**$5,515,911**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	$14,813	
Contractual Services	$117,149	$115,000
Supplies & Materials	$116,770	$115,000
Fixed Charges	$6,012	$6,000
Travel	$229,224	$200,000
Dues and Fees	$9,500	$9,500
Telephone	$11,159	$10,000
Employer Contributions	$2,313	
Allocations to Districts/Schools/Agencies/Entities	$4,138,067	$5,060,411
Other: Sales Tax		
Balance Remaining	$870,904	
TOTAL:	**$5,515,911**	**$5,515,911**
# FTES:		

EIA Program Report for Fiscal Year 2012-2013

Coversheet

EIA-Funded Program Name: **ADEPT**

Current Fiscal Year: **2012-2013**

Current EIA Appropriation: **$873,909**

Name of Person Completing Survey and to whom EOC members may request additional information:

Joseph Tadlock

Telephone Number:

803-734-8368

E-mail:

jatadlock@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

_X_ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

- **S.C. Code Ann. § 59-26-30(B)** (2004)
- **S.C. Code Ann. § 59-26-40** (to be codified at Supp. 2012)
- The passage of **Act 231 during the June 2012 legislative session, amended Section 59-26-40 of the Code of Laws of South Carolina (1976) to provide for "an induction period of up to three years" for beginning teachers, prior to advancement to an annual contract.** As a result, South Carolina now has a variable induction-contract period of one, two, or three years in contrast to the previous fixed-length of one year. The length of the induction-contract period for each teacher—one, two, or three years—is left to the discretion of the employing school district and should be based upon a beginning teacher's successful completion of induction requirements and his or her readiness to participate in the summative evaluation process.

Proviso(s): (If applicable. Please make references to the 2012-13 General Appropriation Act as ratified. www.XXXXX)

- **1A.5.** (SDE-EIA: XII.C.2-Teacher Evaluations, XII.F.2- Implementation/Education Oversight)
- **1A.59.** (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching - ADEPT)

Regulation(s):

- **R 43-205.1.** Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_ Yes: South Carolina Department of Education ADEPT System Guidelines (2006)

South Carolina Department of Education Induction and Mentoring Program Implementation Guidelines (2006)

___ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ADEPT—South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching—serves two primary functions: promoting educator effectiveness and providing educator accountability.

In addition to the objectives that relate to the ongoing implementation of the ADEPT system, the following objectives have been included in the ADEPT strategic plan:

- To conduct Phase II of our educator evaluation project in 49 schools across the state. The purpose of this study is to:
  - test the revised (2013) ADEPT Performance Standards for classroom-based teachers;
  - test the South Carolina Teaching Standards and Enhanced ADEPT multi-level rubrics for rating educator performance relative to each revised performance standard;
  - test the weighting levels for each key indicator and performance standard that will be used to determine the teacher performance ratings; and
  - test the value-added methodology, weightings, and rating levels.

Question 4: In the prior fiscal year, 2012–13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

- ***Evaluating* Teacher Effectiveness: SAFE-T**. The 2012-13 school year marked the third year of full, statewide implementation of SAFE-T, the "second generation" ADEPT formal evaluation model. During this school year, certified district SAFE-T trainers prepared an additional 315 SAFE-T evaluators, bringing the total number of certified SAFE-T evaluators statewide to 10,080.

- During the 2012-13 school year, the Office of Instructional Practices and Evaluations conducted two SAFE-T *trainer* training sessions to prepare selected school district personnel to become eligible to train evaluators in their respective school districts. These evaluators would then perform observations and evaluations on teachers within their district. A total of 35 district personnel successfully completed all training requirements to become certified SAFE-T trainers.

- During the spring and summer of 2013, the Office of Instructional Practices and Evaluations reviewed the 2013-14 ADEPT Plans and Assurances submitted by 89 local education agencies (LEAs) and provided written formative and summative feedback to each agency. The review process was iterative in nature, as LEAs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 89 LEA 2013-14 ADEPT Plans were approved for implementation.

- During the summer of 2013, the Office of Instructional Practices and Evaluations reviewed the 2013-14 ADEPT Plans and Assurances submitted by the 31 South Carolina colleges and universities (i.e., institutions of higher education—IHEs) that offer initial teacher preparation programs. Similar to the review process for LEA ADEPT plans, the review process was iterative in nature, with written formative and summative feedback provided to each IHE. IHEs were assisted in revising their plans, if and as needed. At the conclusion of the review process, all 31 IHE 2013-14 ADEPT Plans were approved for implementation.

- The Office of Instructional Practices and Evaluations conducted 15 training sessions for participating Educator Evaluation Pilot districts and schools to begin implementation of Phase II of the Educator Evaluation Project. Trainings focused on the teacher observation instruments as well as the data entry system used to store teacher observation data. A total of 377 evaluators have been trained for the pilot as of Sept 20, 2013 with one more training session scheduled to occur.

- The Office of Instructional Practices and Evaluations is currently updating its *Educator Evaluation and Support Guidelines*, as a required component of South Carolina's ESEA Flexibility Waiver Request. The 2013-14 *Educator Evaluation and Support Guidelines* will be made available to the public in October 2013.

Question 5: In the prior fiscal year, 2012–13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

- **ADEPT**. During the 2012-13 academic year, a total of 51,207 educators participated in South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT).

  - ***Assisting* Teachers: Induction, Mentoring, and Diagnostic Assistance**. During the 2012-13 academic year, 3,397 beginning educators received assistance and support through induction and mentoring programs and diagnostic assistance. Of these educators, 91% met the requirements at the induction-contract level, and 90% met the requirements at the annual-contract level.

  - ***Developing* Teacher Effectiveness: Goals-Based Evaluation**. During the 2012-13 academic year, 42,854 participated in goals-based evaluation designed to target specific areas for improvement and to engage teachers in inquiry, action research, and professional collaboration. Of the 1,867 annual-contract teachers who participated in GBE, 97% met the requirements. Of the 40,987 continuing-contract teachers who participated in GBE, 99% met the requirements.

  - ***Evaluating* Teacher Effectiveness: Certificate Advancement**. During the 2012-13 school year, 4,956 teachers were employed at the annual-contract level and underwent the ADEPT formal (summative) evaluation process that is required to advance their teaching certificates from the initial to the professional level. Of the 4,956 teachers who underwent the process for the first time, 91% were successful in meeting the requirements.

  - ***Evaluating* Teacher Effectiveness: Certificate Suspensions**. The State Board of Education issued temporary certificate suspensions to six annual-contract teachers due to two years of unsuccessful performance on ADEPT formal (summative) evaluations. Additionally, the State Board of Education issued a permanent certificate suspension to one teacher who failed to meet the requirements on a third attempt following a certificate reinstatement.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

- ***State Uses of ADEPT Results***. The state collected ADEPT results on every public school teacher in the state, as reported by their employing school districts via a web-based data collection system. This system enabled the state to use performance-based data to determine eligibility for certificate advancement (i.e., initial to professional) and to impose ADEPT-related certificate suspensions on teachers who received two failed evaluations at the annual-contract level.

- ***Local School District Uses of ADEPT Results***. Teachers' ADEPT results helped inform local decisions about employment and contract levels. ADEPT results also helped inform decisions about teachers' professional development needs, on both individual and group bases.

- ***Uses of ADEPT Results at Institutions of Higher Education***. The SCDE provided every teacher preparation program in the state with the ADEPT results for their respective graduates. Each institution then used these results to gauge their program's effectiveness and to inform and guide program changes.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

- ***Internal Evaluations***. Internal evaluations are conducted annually. As part of their annual ADEPT plans, each school district and institution of higher education (IHE) must respond to a series of program evaluation questions.

  ADEPT Program Evaluation Guidance Document for School Districts:
  http://www.ed.sc.gov/agency/act/se/ec/adept/adeptcoordinators/ADEPTEvaluationDistrictChart.pdf

  ADEPT Program Evaluation Guidance Document for IHEs:
  http://www.ed.sc.gov/agency/programs-services/50/documents/programevaluationguidancedocument.pdf

- ***External Evaluation***. The most recent external evaluation of the ADEPT system was conducted in 2003.

Has an evaluation ever been conducted?

_X_ Yes

____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? *See web link provided below.*

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X_ Yes

____ No

If yes, please provide URL link here.

http://www.ed.sc.gov/agency/programs-services/50/documents/ext_review_000.pdf

The *External Review of South Carolina's Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Program* (June 2003) includes an executive summary in addition to the full report.

If no, why not?

Question 8:

While EIA revenues increased in 2012–13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013–14?

- The last decade has brought a 70% reduction in ADEPT flow-through funding to school districts. Districts must weigh the ever-increasing demands to implement effective, comprehensive, and robust professional support and evaluation systems with their diminished capacity to do so. Continued reductions in funding are likely to result in proportional decreases in the fidelity of implementation—and consequently the impact—of the ADEPT system.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013–14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

- ADEPT flow-funding to districts serves two purposes:

  1. To augment district resources to better support the fidelity of implementation—and the increasing requirements—of the ADEPT system for supporting and evaluating teacher effectiveness.

2. To provide a mechanism for enforcing the implementation of the ADEPT system. According to Regulation 43-205.1, the State Board of Education may withhold ADEPT funds from school districts and institutions of higher education that fail to implement and report on the ADEPT program. Unfortunately, the reductions in ADEPT flow-through funding have increasingly diminished the impact of this provision.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov

Final ADEPT Results

2012–13

The following charts summarize the 2012–13 ADEPT evaluation results for teachers[1] at each contract level. Because ADEPT evaluation requirements are not prescribed for teachers employed under a letter of agreement, their ADEPT results are not included in this report. As information, **a total of 51, 207 teachers employed during the 2012–13 academic year**. Data for this report were submitted electronically by school districts via a web-based application, the ADEPT Data System (ADS).

	Number of Teachers at each Contract Level and Evaluation Outcomes				
Contract Level	**Total Number**	**Met**	**Not Met**	**Incomplete**	**No Response**
Induction	3,397	3,090	105	138	64
Annual	4,956	4,499	158	239	60
Continuing	42,854	41,637	213	462	542

ADEPT FOR STANDARDS IMPLEMENTAION

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$873,909	$873,909
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer In		
Carry Forward from Prior Year		
TOTAL:	**$873,909**	**$873,909**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	$873,909	$873,909
Other: Sales Tax		
Balance Remaining		
TOTAL:	**$873,909**	**$873,909**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: K-12 Technology Initiative

Current Fiscal Year: 2013-2014

Current EIA Appropriation: $10,171,826

Name of Person Completing Survey and to whom EOC members may request additional information: Don Cantrell, CIO

Telephone Number: 803-734-3287

E-mail: dcantrel@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X_Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso 89.33: School Technology Initiative

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

____Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objective of this initiative is to facilitate the infusion of technology into South Carolina public schools. Specific goals and objectives are to be instrumental in providing or delivering the following resources for indicated agencies:

* SCB&CB Division of Information Technology (DSIT):
Network connectivity (E-Rate matching funds), ERate Field Training & Security Project for DIA

* SC State Library: DISCUS online reference and research portal

* SC Educational TV: Video Digitization, ETV Video-On-Demand StreamlineSC, ETV/ITV Teacher Institutes

*SCDE: Provide professional development to schools and districts for Student Information System administration (PowerSchool, SLICE), Teacher technology proficiency portfolio system (ePortfolio)

* Local Districts and Schools: Distribution to Schools (when funding is available).

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During the prior fiscal year, the K12 Technology Initiative supported:

- Training and marketing teachers' classroom usage of the statewide video-on-demand system, StreamlineSC;

- The state's online virtual library resources, DISCUS

- Technology integration and setting up the infrastructure for major changes pursuant to the federal longitudinal data system (SLDS) grant of which the grant ended June 2013.

For the coming year, limited funding will be directed toward
- State's required matching funds for e-Rate, which provides Internet access for all schools and districts

There has been no substantive flow-through funding to districts or schools for the 2008-2009, the 2009-2010, the 2010-2011, or 2012-2013 school years due to budget cuts and increasing state-wide connectivity cost increases. However, it is expected that there will be an amount of flow through funds for districts in the FY2013-14 K12 Initiative budget allocations. While the amount will be welcomed by the schools and districts, the level of flow-through dispersed across the entire state's districts will be individually small in comparison to needs.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Connectivity (Bandwidth) improvements for Schools, districts, and public libraries:

As a result of contract negotiations for Internet access, more bandwidth was made available to participating sites at little or no additional cost to the LEAs.

- Implemented the Internet and Bandwidth Expansion Projects which increased the statewide baseline (minimum) from 10 Mbps to 100 Mbps (Where Available) for each district and individual school.
- Completed the installation of fiber optic cable between more than 75 school district locations. In particular, this was a major impact in the Marion County School District consolidation.
- The remaining school districts, which had underserved Internet access (9 Mbps via Multi-T1s Wireless towers), were converted to high speed Ethernet (fiber) access. These districts resided in the most rural areas of the state (Hampton SD 1, Hampton SD 2, Bamberg SD 29, Orangeburg SD 3)
- A faster fiber based solution was identified for very rural school districts with remaining underserved WAN network locations (below the 100 Mbps connectivity baseline) in which solution deployments are expected to be completed during the FY 2013-14 School Year. These noted school district locations were limited to 12 Mbps (Multi-T-1) of connectivity or less than 50 Mbps via wireless tower service.
    - Aiken School District (1 School)
    - Allendale School District (1 School)
    - Charleston School District (6 Schools)
    - Kershaw School District (2 Schools)
    - Orangeburg School District 3 (7 Schools)
    - Orangeburg School District 4 (2 Schools)

South Carolina Virtual School Program:

The South Carolina Virtual School Program (SCVSP) for middle and high school students was successfully funded by legislation along with supplemental funding through the K-12 Initiative. The SCVSP supports public, private, home-schooled, and adult education students seeking supplemental courses to meet their high school graduation requirements. The SCVSP offers courses in seven subject areas including career and technology, fine arts, world languages, English, health/physical education, mathematics, science and social studies. Courses at the SCVSP are taught by state-certified teachers who have

not only shown expertise in their fields, they have also received state sponsored training for teaching online courses. In 2012-13, the SCVSP served 16,636 students.

eLearningSC PD provides online professional development courses to SC certified teachers across the state. All online courses are pre-approved for renewal course credit from the Office of Educator Services and all graduate level courses are awarded graduate credit through the College of Charleston. Courses are offered regularly throughout the year, during a Winter (January - March), Spring (March - May), Summer (June - August), and Fall (October - December) semesters. eLearningSC served 1,482 teachers during the 2012-2013 school year with a 94% success rate.

K12 DISCUS users statewide continue to have 24/7 office/home access to DISCUS databases and e-books. Items retrieved from the Discus resources specifically by the K-12 community totaled 8,347,105. An additional 657,035 items were retrieved outside schools and libraries, some of which is also attributable to K-12 users. Total retrievals of over 16 million represented a 20% increase in usage from the previous year, attributable to increased outreach and marketing as well as improved resource content.

ETVs StreamlineSC:
ETV, in partnership with the SC Department of Education and the K-12 Technology Initiative, created **StreamlineSC** to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate **StreamlineSC** utilization in the classroom. SC is a national leader in providing media on-demand to students and teachers. ETV's **StreamlineSC** service has been embedded in schools for nine years.

The StreamlineSC content now includes 7,176 local resources (videos, audio clips, syllabi, etc) available from ETV, the State Department of Education and Local School Districts- 20% of the total 142,117 full content inventory. ETV's digital library includes Discovery Education's more than 60,207 video clips, most of which are correlated to South Carolina's state K-12 curriculum standards. In addition to video, schools have access to a 23,055 high-resolution image library, 26,733 encyclopedia articles, an interactive quiz center, pre-produced classroom activities, tests, and teachers' guides. A substantial portion of the programs are local district productions, curriculum specific and professional development videos. ETV and the SC Department of Education had a total of 103,205 video views this school year.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Educators and students are using multimedia: This school year, K-12 resources were utilized 2,692,445 instances through StreamlineSC. The non-video assets (i.e.) images, quizzes, lessons) accounted for 450,211 uses. The service is being utilized in all of the state's public school districts, 362 private and special schools, and 275 home schools and associations.

With the support of the K12 Initiative and a federal grant, the S.C. Department of Education launched the State Longitudinal Data System (SLDS) Warehouse - SLICE at the end of the 2012-13 year. This repository of educational data ties together local school data with multi-agency historic data from SLICE partners such as the Commission on Higher Education, Department of Social Services, Department of Employment Workforce, and the Office of Research and Statistics (ORS.) Portal access with specialized dashboards for teachers, administrators, and state data analysts are being launched in early FY 2013-14.

Major improvements to K-12 Schools & Libraries Network has enabled the state to meet the suggested minimum requirements denoted in the current state technology plan (page 34-35 ". The TechThink Group recommended that broadband access is expanded so that every district has 100 Megabit Internet links"). Also inline, ahead of schedule in some cases, the suggested broadband targets mentioned via the President's ConnectED Initiative which correlates with SEDTA's Broadband Imperative which both focus on ensuring high capacity broadband connections for schools and libraries. The FCC Commission stated that based a survey performed only 80% of schools report having enough bandwidth. The President's goal, request to the FCC/E-Rate Program revisions, is to ensure that schools and libraries connections provide 99% of the students in our nation with next-generation high-capacity broadband.

South Carolina currently has 100% ample Internet bandwidth via public schools, 99% of individual school locations (WAN) have ample coverage. The remaining 1 % of individual schools without ample WAN coverage (less than 12 mbps) have fiber solutions, except Allendale SD-1 site will be Microwave via ETV, deployments in progress. We estimate completion of these fiber deployments by the end of this school year.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

An annual progress report was produced for the Fy2012-13 year.

Has an evaluation ever been conducted?

_X__Yes

____No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The report stated that the General Assembly's continued support for the K12 Technology Initiative Partnership support and funding is needed now more than ever. The current trend of decreasing funds for technology access and implementation could hinder the state's impressive progress. It appears the federal government continues to consider the elimination or drastic reduction of all direct funding for technology in its budget. South Carolina's representatives must continue to take care of the State's citizens by providing funding to maintain the capacity to train teachers and students in technology which has now become a necessity for daily functionality, communication, and information access. South Carolina students must be technologically proficient in order to acquire 21st century jobs that will keep the state economically healthy. Unless there is a concerted effort to maintain technology funding, South Carolina's economy and communities will pay the price. Equity in access to reliable and high speed connectivity and mobile IT communications continue to grow at a fast rate. With the pending implementation of online assessments, it is even more important that bandwidth and infrastructure readiness is a priority.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X_ **Yes**

____ **No**

If yes, please provide URL link here.

https://sck12techinit.sc.gov/content/publications

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

When allocating the K-12 Technology Initiative funds, the Committee may set aside an amount of those funds, in escrow fashion, not to be utilized until late in the fiscal year in the event of budget cuts; thus, programs would be funded at a level that the Committee believes it can manage. In general, each funded program would receive fewer dollars and some programs have already been cut completely.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The K-12 Technology Initiative Committee has no alternative funding resources. If no additional funding above the prior year's level is available, all programs would be sustained at current levels or reduced to meet the new school year demands. Reductions in funding translates to passing the costs of Internet connectivity for all districts and schools to the local level and forgoing a portion of the match South Carolina receives for the federal e-Rate funds. Sustained funding would lead to sustained levels of Internet connectivity in K-12 or for the public libraries. Reductions in funding translate to a reduction of library connectivity unless local communities offset state reductions.

The SC Department of Education would have to maintain the current level development of some resources associated with the statewide longitudinal data system, and the South Carolina Virtual School.

Any K-12 Initiative flow-through funds that the districts may realize in FY 2013-14 for IT infrastructure and other technology related needs could be impacted. FY 2014-15 will be a technology impact year for schools as they implement state-wide online assessments and other educational activities that place higher demand on their IT infrastructures.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

K-12 TECHNOLOGY INITIATIVE

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$10,171,826	$10,171,826
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV	($8,371,450)	($8,500,000)
EIA Reduction		
Carry Forward from Prior Year	$939,498	$1,763,784
TOTAL:	**$2,739,874**	**$3,435,610**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		$800,000
Contractual Services	$815,651	$939,110
Supplies & Materials	$46,355	$45,000
Fixed Charges	$91,673	$75,000
Travel	$554	$500
Utilities	$21,857	$20,000
Equipment		
Employer Contributions		$256,000
Allocations to Districts/Schools/Agencies/Entities		$1,300,000
Other: Transfers		
Balance Remaining	$1,763,784	
TOTAL:	**$2,739,874**	**$3,435,610**
# FTES:		

EIA Program Report for Fiscal Year 2013-2014

Coversheet

EIA-Funded Program Name: **Transportation**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$16,347,285**

Name of Person Completing Survey and to whom EOC members may request additional information:

Bill Tindal

Telephone Number:

803-734-8252

E-mail:

btindal@ed.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

_X_was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

____Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: **SECTION 59-67-410, SECTION 59-67-420**

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.) 1.25 and 1A.36

Regulation(s): **1.25.** (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program X.B. - Bus Shops and funds appropriated in X.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.

*****1A.36. (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2013-2014 and not otherwise appropriated or authorized must be carried forward and expended first to provide Clemson University with $1,000,000 no later than July fifteenth to fund a summer reading pilot program for low income elementary school students. Clemson University will work in conjunction with the Education Oversight Committee to determine the outcomes of the program. Clemson University is authorized to retain no more than fifteen percent of the funds to complete the study. Funds also must be expended to provide $200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate,***

to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide $200,000 to each qualifying school, the $200,000 shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs, National Board Supplements, and Instructional Materials.

Please note: Text printed in italic, boldface indicates sections vetoed by the Governor on June 25, 2013

**Indicates those vetoes overridden by the General Assembly on June 26 and 27, 2013.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

_X_Yes

___ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.) The goal of the Office of Transportation is to provide student transportation services in the safest and most cost effective manner possible.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year? Constant monitoring of safety record and costs associated with providing the service.

Examples of program processes would be: Training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program? Maintained 5,641 school buses, 404 service vehicles and 1 boat. The office of transportation used funds for bus parts and fuel.

Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Question 6: What are the outcomes or results of this program? Children were delivered safely to school and back home with minimal delay.

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

July 2013

Has an evaluation ever been conducted?

_X_Yes

___No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation? It was an internal evaluation of pupil injuries and cost per mile.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__ Yes

_X__ No

If yes, please provide URL link here.

If no, why not? It was internal.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14? Since this money is allocated for school bus fuel and parts, the cost would have to be absorbed in other areas of the budget.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change? They would not change. We are charged with providing student transportation, regardless of the challenges.

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives? Ideally, Transportation should be funded with General Funds.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to mbarton@eoc.sc.gov.

TRANSP-OTHER OPER EXPENSE

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA - Recurring	$17,462,672	$16,347,285
EIA - Non-recurring	$2,242,483	
General Fund		
Lottery		
Fees		
Other Sources		
Transfer To: B&CB CIO; ETV		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**$19,705,155**	**$16,347,285**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials/Fuel	$19,682,668	$16,347,285
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining	$22,487	
TOTAL:	**$19,705,155**	**$16,347,285**
# FTES:		

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Education Oversight Committee

Current Fiscal Year: 2013-14

Current EIA Appropriation: $1,293,242

Name of Person Completing Survey and to whom EOC members may request additional information:

Melanie Barton
Executive Director

Mailing Address: PO Box 11867
Columbia, SC 29211

Telephone Number: (803) 734-6148

E-mail: mbarton@eoc.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

_X_ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws: Chapter 18 of Title 59 of the South Carolina Code of Laws (Education Accountability Act) – approval and cyclical review of state standards and assessments; establishment of annual report card format; criteria for establishing school and district performance ratings; etc.

Section 59-6-10 (EOC General Objectives)
Section 59-6-110 (Duties of Accountability Division)
Section 59-18-1700 (Public Awareness Campaign)
Sections 59-28-190, 59-18-200, 59-28-210 and 59-18-900 (Parental Involvement in Their Children's Education Act) – Parent survey and analysis of programs as well as development of parent friendly standards
Section 59-26-29(j) – Evaluation of SC Teacher Loan Program

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1.3.	1.83.	1.85.
1A.9.	1A.14.	1A.15.
1A.44.	1A.49.	1A.55.
1A.62.		

Regulation(s): None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

_X___ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term objectives of the Education Oversight Committee (EOC) are defined in statute in the Education Accountability Act as amended. Among the specific objectives of the EOC are:

SECTION 59-18-110. Objectives.
The system is to:
(1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
(2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible, which furnishes clear and specific information about school and district academic performance and other performance to parents and the public;
(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;
(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;
(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and
(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

SECTION 59-6-10. Appointment of committee.

(A) In order to assist in, recommend, and supervise implementation of programs and expenditure of funds for the Education Accountability Act and the Education Improvement Act of 1984, the Education Oversight Committee is to serve as the oversight committee for these acts. The Education Oversight Committee shall:
(1) review and monitor the implementation and evaluation of the Education Accountability Act and Education Improvement Act programs and funding;
(2) make programmatic and funding recommendations to the General Assembly;
(3) report annually to the General Assembly, State Board of Education, and the public on the progress of the programs;
(4) recommend Education Accountability Act and EIA program changes to state agencies and other entities as it considers necessary.

The EOC currently uses the following vision and measurements to determine progress toward the legislative intent:

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

The attainment of this goal is to be reported annually using progress toward three-year achievements (i.e., expectations specified for 2011, 2014, 2017 and 2020) including reading proficiency, high school graduation, preparedness for post-high school success and schools rated at-risk.

Measurements:

Reading Proficiency:

95% of students scoring on grade level at grades 3 and 8 and scoring Basic and above on NAEP at grades 4 and 8, eliminating the achievement gaps.

High School Graduation

88.3% of students will graduate on-time (NGA/USED) and 95% of young people 21 and over will earn a diploma, GED or SBE-approved occupational certificate for students with severe disabilities. Achievement gaps will be eliminated.

Preparedness for Post-High School Success

85% of graduates will perform at levels for admission to postsecondary education and/or be employed. A measure of workforce readiness will be developed. Achievement gaps will be eliminated.

Schools At Risk

There will be no school in this category.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

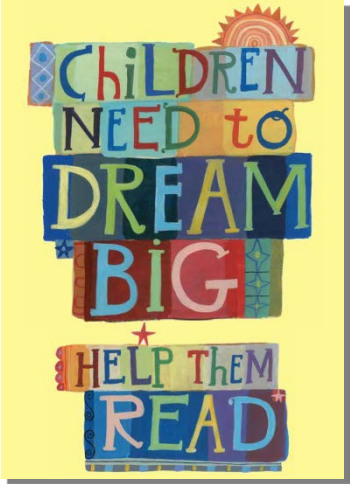
Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The EOC contributed to the implementation of South Carolina's accountability system within each of the four components as reported below:

1. Standards, Assessments, and Accountability:
   - Published revised versions of the family-friendly academic content standards in each of the four content areas to assist parents and families with reinforcing content learned in school with their children
   - Created, in partnership with South Carolina Department of Education, a website dedicated to parents and families with information on family-friendly content standards and supporting information to assist parents in helping their children
   - Approved new criteria for the Palmetto Gold and Silver Award Program
   - Facilitated a cyclical review of current state accountability system with a broad-based stakeholder group
   - Formed a special subcommittee focused on a statewide systemic approach to improving reading proficiency while working with educators and deans of public and private institutions of higher education
   - Analyzed and reported on academic performance of students who participated in the Child Development Education Pilot Program in 2006-07 and 2007-08

2. Professional Development:
   - Continued sponsorship of the South Carolina Education Policy Fellows Program, an affiliate of the Institute for Educational Leadership
   - Designed and created a brochure to assist non-profit organizations, faith-based community, county libraries, etc., with ways to volunteer and assist in improving reading proficiency of students
   - Using electronic software, provided *Tips for Education Engagement*, research-based and innovative strategies for engaging students in reading and writing from South Carolina schools



- Published in collaboration with Clemson University, electronic flip-book, *Tips For Teachers – Getting Students to Read*, to give classroom teachers research-based support for increasing the amount and time students spend reading

3. Public Reporting and Engagement:
   - Published the twelfth annual school and district report cards
   - Released *The World is Within Our Reach*, report documenting South Carolina's progress toward the 2020 Vision
   - Published the annual *Accountability Manual*
   - Published document, *Student Performance in SC – An Issue Brief on the 2012 Release of the State School and District Report Cards*
   - Published evaluations and reports on Teacher Loan Program and Parent Survey
   - Recommended funding levels and provisos to the Governor and General Assembly
   - Engaged middle and high school students in statewide contest on innovation
   - Expressed appreciation for teachers using electronic signage during the month of May, Teacher Appreciation Month, with private funds
   - Published statewide billboard campaign, "Kids Who Love Reading Live Happier Ever After"

   - Analyzed and reported on academic performance of students who participated in the Child Development Education Pilot Program in 2006-07 and 2007-08

4. Special Requests:
   - Assisted the Teacher Salary Study Committee with researching alternative formula for allocating teacher salary supplements and with devising an alternative teacher salary schedule
   - Invested in the teaching of economics
   - Continued the Middle Grades project
   - Judged student writing in the South Carolina Center for the Book contest
   - Participated in Transform SC Initiative of New Carolina

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The direct products include, but are not limited to, the following:

- Published the annual *Accountability Manual* and distributed it to 1,800 educators
- Published Eleventh Annual Report on the Teacher Loan Program, and results of the annual parent survey
- *At a Glance* distributed quarterly to a minimum of 3,000 persons in leadership positions.
- Produced a special brochure on progress made toward reaching benchmarks of 2020 Vision. Over 3,000 copies of the brochure were disseminated to all school superintendents, principals and instructional leaders. A press conference was also held in February where information was provided to media.
- Electronic versions of *Legislative Investments in Education Accountability* were distributed to 600 elected officials and educational leaders; electronic versions were distributed to 3,000 online subscribers
- Developed 637 followers on Twitter, almost double the number in the prior fiscal year
- Engaged approximately 108 individuals both within and outside South Carolina in the various work of the EOC. These individuals represented educators, policymakers, employees of other state agencies, higher education leaders and professors, parents, and business/community leaders.
- Facilitated in the implementation of Transform SC
- Provided annual recommendations, including budget and proviso recommendations to Governor and members of General Assembly
- Participated monthly at the Instructional Leaders' Roundtable meetings or at consortium meetings on education issues.

Question 6: What are the outcomes or results of this program?
Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Quality Counts, a publication of the education newspaper, *Education Week*, annually measures each state's public education performance against six indicators, assigning both a letter grade and a numeral score to each state. Overall in 2013 South Carolina ranked at the national average. On Standards, Assessments and Accountability, the indicators for which the EOC's core mission focuses, South Carolina earned a **Grade of A** and a numerical score of **94.4** along with a national ranking of 6th best in the nation.

South Carolina Grades and Ranking
***Quality Counts* 2013**

INDICATOR	**2013**		
	Grade	Scores	Ranking
Standards, Assessments, and Accountability	**A**	**94.4**	**6th**
Standards	**A**	**100.0**	
Assessments	**D**	**83.3**	
School Accountability	**A**	**100.0**	

2020 Vision Benchmarks

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Target	2017 Target	Vision 2020
PASS, Reading, grade 3	**78**	**80.7**	**80.0**	**80.3**	**82.9**	**85.5**	**90**	**95**
Target: African American	67.1	70.9	68.5	68.6	73.5	79.6	87.1	95
Hispanic	67.8	74.5	**73.6**	73.7	77.1	79.6	87.1	95
White	86.5	87.9	**87.9**	88.4	89.3	90.3	92.7	95
Non-Subsidized	89.8	91.1	**91.0**	91.8	**92.7**	92.3	93.8	95
Subsidized Meals	69	73.6	72.4	72.6	76.3	80.6	87.6	95
With disabilities	48.4	50.2	45.9	45.2	49.1	69.5	82.2	95
Without disabilities	81.8	85.4	**85.1**	85.6	87.7	87.8	91	95
PASS, Reading, grade 8	**67.5**	**63.7**	**67.8**	**69.8**	**67.4**	**80.7**	**87.9**	**95**
Target: African American	53.8	47.2	51.9	55.1	50.7	72.3	83.4	95
Hispanic	60.6	58.1	64.8	64.0	63.7	76.1	85.4	95
White	79	74.5	77.8	79.5	77.8	86.2	90.4	95
Non-Subsidized	81.9	78.6	81.8	82.9	81.6	87.9	91.5	95
Subsidized Meals	56.7	50.7	55.5	59.2	56.1	74.2	84.7	95
With disabilities	25.3	19.9	22.8	25.3	23.3	56.8	75.7	95
Without disabilities	74.8	69.7	73.7	75.8	73.1	83.8	89.2	95
NAEP, Reading, grade 4	**62**	**No new data**	**61**	**No new data**		**77**	**86**	**95**
Target: African American	53		44			71.8	83.2	95
Hispanic	49		**57**			70	82.6	95
White	74		73			84	90	95
Non-Subsidized	77		79			85	89.8	95
Subsidized Meals	49		48			70	82.6	95
With disabilities	34		19			60.5	75	95
Without disabilities	65		67			78.5	86.6	95

Target	2009 Actual	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Target	2017 Target	Vision 2020
NAEP, Reading, grade 8	**69**		**72**			**81**	**88.2**	**95**
Target: African American	52		56			72	84	95
Hispanic	70		69			81.5	88.4	95
White	79		**82**			86.5	91	95
Non-Subsidized	81		**83**			87.5	91.4	95
Subsidized Meals	56		61			73.5	84	95
With disabilities	34		30			61.6	78.2	95
Without disabilities	71		**75**			82	88.6	95
On-time Graduation	**73.7**	**72.1**	**73.6**	**74.9**		**80.3**	**84.5**	**88.3**
Target: African American	69.1	68.0	69.7	71.2		77.6	82.7	88.3
Hispanic	68.3	62.6	68.5	69.3		77.3	82.7	88.3
White	77.1	75.5	76.8	78.1		82.1	85.7	88.3
Non-Subsidized	80.2	78.1	79.4	81.3		83.7	85.8	88.3
Subsidized Meals	65.2	64.9	67.0	68.3		75.7	82	88.3
With disabilities	42.9	45.1	38.4	40.3		63.4	75.7	88.3
Without disabilities	77.3	74.7	77.2	79.0		82.3	85.3	88.3
Preparedness for Postsecondary Success (High school completers enrolled in two or four-year colleges and technical schools)	2008 data 67.1%	2009 data 65.8%	2010 data 65.9%	2011 data **66.0%**				
Schools Rated at Risk	83	69	69	**61**				**0**

Figures in green denote performance that met or exceeded the 2011 or 2014 targets.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

_____Yes

___X__ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____Yes

____ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

5% -- Reduce all accounts proportionately
10% -- Reduce all accounts proportionately
Currently the EOC is operating with 30% of its authorized FTEs unfilled.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The agency would have resources to continue its operations and initiatives at the current funding level.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X__ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	1,193,242	1,293,242
General Fund	200,000	
Lottery		
Fees		
Other Sources		
EIA Reduction		
Transfer from SDE	75,000	
Transfer from SDE & First Steps		300,000
Carry Forward from Prior Year	349,659.78	543,871.09
TOTAL:	**1,817,901.78**	**1,837,113.09**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	453,586.38	498,550
Contractual Services	609,718.58	918,600
Supplies & Materials	14,012.99	18,500
Fixed Charges	3,857.40	3,000
Travel	22,742.12	31,145
Equipment		
Employer Contributions	131,113.22	161,130
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
University o SC	39,000.00	
Balance Remaining	543,871.09	206,188.09
TOTAL:	**1,817,901.78**	**1,837,113.09**
# FTES:	**10**	**10**

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Center for Educational Partnerships

Current Fiscal Year: 2013-14

Current EIA Appropriation: $715,933

Name of Person Completing Survey and to whom EOC members may request additional information:

Lemuel W. Watson
Dean, College of Education
University of South Carolina

Mailing Address: Wardlaw Building
820 Main St.
Columbia, SC 29208

Telephone Number: 803-777-3075

E-mail: watsonlw@mailbox.sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

_x_ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.52 Department of Education; EIA.

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

__X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The Center for Educational Partnerships ("CEP") at the University of South Carolina College of Education is a consortium that is made up of education programs and initiatives funded under the SC Education Improvement Act of 1984 and additional affiliate partners [that support the SCDE in its goal] to be engaged in partnerships with schools, families and communities to support and sustain quality K-12 education in South Carolina. CEP's three main areas of concentration are professional development and training, engagement, and educational research and analysis.

CEP Mission:

The CEP's mission is to provide educational extension services to schools, families and communities in South Carolina that facilitate collaboration among diverse education stakeholders, leverage existing resources and build local capacity to improve student achievement in South Carolina's K-12 schools.

CEP Goals:

1) To make the best possible ideas and resources available to educators, families and communities to ensure every child has the opportunity to succeed in school and beyond;
2) To provide timely training and professional development to educators, families and communities;
3) To establish collaborative educational enterprises with schools and school divisions that support dissemination of proven practices, rigorous field trials of promising models, and development and testing of innovative research-based models in collaboration with other state primary educational partners;
4) To develop broad-based partnerships with schools, communities, agencies and businesses for educational impact.

CEP Objectives:

Within the CEP professional development and training concentration:

(1) To expand the professional development and training content areas within CEP and to increase the reach of professional development and training opportunities provided through CEP, primarily through developing new partnerships and collaborations with existing entities and programs throughout the state; and

(2) to continue to provide educators, school district personnel, SCDE, post-secondary institutions, students, parents and community members throughout South Carolina with access to high quality professional development and training, expertise, materials, and technical assistance in the areas of geography and writing through the individual existing EIA-funded programs and initiatives that are now part of the CEP.

Within the engagement concentration:

(1) To encourage and facilitate the development of, and to provide information, training and technical assistance to, broad, diverse new education partnerships, collaborations and coalitions that draw in organizations from all sectors of the community that are focused on improving and transforming education in South Carolina;

(2) to develop and disseminate information, materials, training and technical assistance that will build the capacity of parents to engage effectively with their children and the education system to improve educational outcomes for students; and

(3) to continue to fulfill the statutory responsibilities of the School Improvement Council Assistance (SC School Improvement Council) by developing and providing materials training and technical assistance that support the effective functioning of local school improvement councils;

Within the research and analysis concentration:

(1) To increase the number and types of research partners within CEP in order to broaden the scope of available research and best practice to the general public;
(2) to develop a network to connect researchers and practitioners across South Carolina; and
(3) to provide increased access to school climate profiles and other existing research data and analysis developed by existing EIA-funded programs and new initiatives and partners as part of the CEP;

To support the development of the CEP infrastructure (create the hub):

Website

(1) Develop and launch communication strategies to build public awareness of resources available through CEP (e.g. website, social media, newsletters, and other relevant data sources).

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Since this is a new program there are no activities to report. Yet, to give the existing prior programs credit, some of their activities have been included in the report below. However, planning will take place to enhance the prior individual initiatives and to bring a single center perspective in the future.

I. Activities within the Professional Development and Training Concentration:

Objective 1

- CEP will partner with SCDE and others organizations with expertise in new subject areas, and who can offer additional venues to provide professional development and training such as state-wide conferences. CEP will also partner with the SCDE on other related activities.

- CEP will partner with New Carolina and the Regional Career Centers to host forums across the state that focus on learning and the importance of education.

- CEP will partner with IT-ology, the SCDE, and several school districts for its first forum, currently scheduled for November 7 and 8, on how technology can enhance the learning process.

- Three additional forums and professional development opportunities will take place in the upstate, low country and the PeeDee areas and will focus on Common Core, technology and learning, and other current topics.

- CEP will develop teaching materials and short online courses and modules that are teacher-driven and evaluated, tailored to state and local curriculum, and produced at low cost.

Objective 2

- CEP will be able to immediately begin to offer professional development and related services and materials in the areas of geography and writing through EIA-funded programs and initiatives that are now housed within CEP.

- Through the SC Geographic Alliance, CEP will provide professional development and innovative instructional materials for in-service and pre-service teacher candidates throughout the state, and will continue to engage students with activities such as the National Geographic Giant Map program and the National Geographic Bee. It will also continue to participate in the MEBA Stem Cluster, working on the importance of geospatial technology and workforce development.

- During the upcoming year, the Alliance will work with the EOC to support its reading initiative using the GeoLiteracy program. It also hopes to initiate a statewide partnership with the SDE, EOC and ESRI (a GIS software company) to bring geographic information system technology to South Carolina schools.

- The inclusion of the Writing Improvement Network (WIN) within CEP will allow CEP to offer professional development programs, customized to address school and district needs and addressing timely topics such as writing and the Common Core standards, to ELA teachers across the state. Through WIN, CEP will also provide related services such as developing technical assistance plans focused on ELA academic standards, and collaborating with teachers in developing instructional strategies and materials to improve ELA instruction.

- In the upcoming year, WIN will also contribute to CEP's efforts to initiate and support collaborative initiatives through, for example, its continued collaboration with the faculty at the USC Child Development Research Center in preparing students age 4 for successful transition and entrance into the public school system; presenting and conducting workshops at conferences throughout the state, including the SC Council of Teachers of English, the SC International Reading Association, and the SC Title One Conference; and through its efforts to build new partnerships with other organizations including the SCDE and other CEP EIA-funded programs and initiatives.

II. Within the engagement concentration

Objective 1

The CEP will encourage, facilitate and provide technical support to broad based partnerships, coalitions and collaborative initiatives that are directed toward improving and transforming education in South Carolina.

- CEP will partner with the various South Carolina United Way(s) in their effort to improve literacy, reading, and career and college readiness across the state.
- CEP will share its expertise and provide support to the work of consortiums across the state including the Charleston Tri-County Cradle to Career Initiative, the New Carolina TransformSC initiative, and the Greenville Regional Workforce collaboration.
- CEP will partner with other community organizations for specific training and development of community members. Potential partners include the James and Susan Rex Institute for Educational Renewal and Partnership at Winthrop University; the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty, and the Dropout Prevention Center at Clemson University.
- CEP will serve as a resource in partnership with the EOC, SCDE, and other state agencies and grassroots groups to share best practices, policies, research, training and development centered around leadership in a systemic way.

The CEP is already providing support to collaborative initiatives through the work of the SC Middle Grades Initiative (SCMGI), an EIA-funded initiative that is now a part of CEP. During the upcoming year, SCMGI will be focused primarily on improving middle school literacy. It will bring this focus to its continued work with the Middle Level Teacher Education Initiative, which provides technical support to South Carolina's higher education institutions in planning and developing middle grades teacher preparation program, and through its continued sponsorship of the Schools to Watch program, which promotes recognition for middle schools meeting high standards of excellence and acting as models and leaders of best practices, opening their doors to other middle schools around the state who are working toward effective middle level practices.

CEP will serve as an important framework for the development of broad, diverse partnerships and collaborative initiatives with other organizations both within and outside CEP in order to address middle grades literacy on multiple levels – student learning, teacher development, parent engagement and community support.

Objective 2

- CEP will provide training to parents and other community members on best practices in working with schools and teachers.

Objective 3

CEP will continue to provide materials, training and technical assistance to the over 1,100 school improvement councils at K-12 schools across the state through the SC School Improvement Council (SC-SIC), which is now housed within the CEP.

Basics Handbooks (in print and downloadable online versions) describing the roles and responsibilities of SIC members will continue to be distributed to every district in the state for use by local SIC members, and Basics and advanced SIC trainings will be provided to any district requesting them.

The SC-SIC will continue to provide a forum for sharing best practices, family and community engagement strategies, and networking opportunities through its state-wide Annual Meeting. It will also continue to provide recognition and feedback to SICs participating in the annual Dick and Tunky Riley Award for SIC Excellence process. And its website will continue to provide a wealth of information about resources available to support SICs as they fulfill their statutory duties in the school improvement process. SC-SIC will play a key role in supporting the engagement aspect of the CEP to schools, families, and communities through a variety of current and new initiatives.

III. Within the research and analysis concentration

Objective 1

- CEP will develop new partnerships in order to expand the data and analysis available for use through its website and electronic periodicals. Potential new partners are the various Policy Centers throughout South Carolina. The CEP will invite the South Carolina Policy Council, the Riley Institute at Furman University, the Strom Thurman Institute at Clemson University, and the Institute for Public Service and Policy Research at the University of South Carolina to participate in this effort.

Objective 2

- The CEP will develop a feature on its website that will help education researchers connect with schools and districts that have educational needs in the areas that researchers are working in.

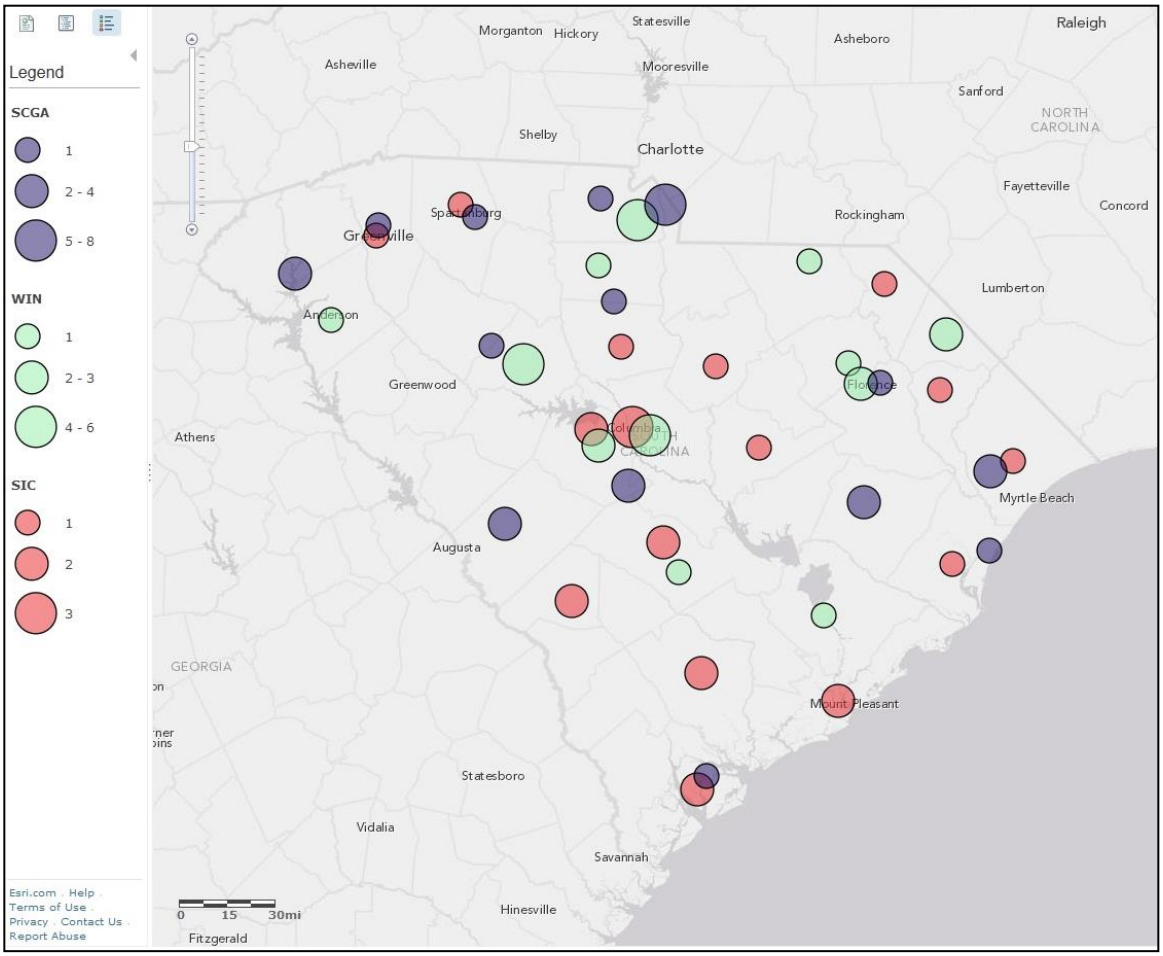
Objective 3:

The CEP, through the South Carolina Educational Policy Center (an EIA-funded program that is now part of the CEP), will continue to collaborate with EOC and SCDE staff on an analysis of the state's school climate surveys that are completed each year by teachers, parents and students at every school. A favorable school climate provides the structure within which students, teachers, administrators and parents can function cooperatively and constructively.

During the coming year, SCEPC staff will update the four-year school climate profiles developed for the Palmetto Priority schools using 2013 teacher, parent and student survey data. CEP, through SCEPC, will work with SCDE personnel and district personnel for the Palmetto Priority schools on how to interpret and utilize the profiles in assessing school needs for improvement. SCEPC expects to expand its work in this area by developing four-year school climate profiles for additional low-performing schools and proving consultation services and training in using these data in schools' improvement initiatives.

The SCEPC will forward the mission and work of the CEP as it forms collaborative relationships with other districts and educational organizations, assisting them in implementing research-based strategies that will improve student achievement. SCEPC will also collaborate with its CEP partners to support effective strategies for improving reading achievement in the state, including support in the development of summer reading programs.

CEP – Number of Workshops (2012-2013)



Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The CEP is a new program this year, and therefore does not have any outputs to report.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

CEP does not have outcomes to report as it is a new program this year.

The CEP anticipates that, after allowing sufficient time for its new activities and initiatives to show results, it will retain the services of the independent Office of Program Evaluation at the College of Education or a similar entity to conduct a formal evaluation of overall CEP effectiveness.

The Dean of the USC College of Education, as the individual with oversight responsibility for the CEP, will work together with the individual EIA-funded programs and initiatives to select and apply, where possible, processes or systems that will result in more consistency in the tracking of outputs and reporting of outcomes for similar types of activities throughout CEP

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

_____Yes

___X__ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____Yes

___ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential

5% -- Reduce all accounts proportionately
10% -- Reduce all accounts proportionately

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

While the CEP's goals would not change, the objectives and actions taken to reach them would require flexibility. The CEP will continuously evaluate the best possible strategies to carry out its mission to provide educational extension services to schools, families and communities in South Carolina that facilitate collaboration among diverse education stakeholders, leverage existing resources and build local capacity to improve student achievement in South Carolina's K-12 schools. While maintaining a focus on professional development and training, engagement, and educational research and analysis.

Strategies for absorbing the impact of reduced state funding include:

- aggressively seeking external funding;
- partnering with other groups that share our goals to pool resources;
- reducing travel costs by centralizing events and services, requiring participants to travel to campus; and
- engaging in a strategic planning process to help target our efforts and streamline existing processes.

Far from shrinking back, we are making plans to expand and take on a number of new responsibilities. We see this time as an opportunity to be aggressive and poised for more responsibilities as the economic climate improves.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

__X_ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

We are working towards a budgeting model that will more closely reflect the new scope of the Center's activities for the upcoming year. This budget continues to reflect the current level of funding needed for prior EIA programs.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA		715,933
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:		**715,933**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
SC Geographic Alliance	155,869	155,869
Writing Improvement Network	182,761	182,761
SC School Improvement Council	127,303	127,303
SC Center for Educational Policy Center	75,000	75,000
SC Middle Grades Initiative	75,000	75,000
*Other	100,000	100,000
Other: Transfers		

Balance Remaining		
TOTAL:	715,933.00	715,933.00
# FTES:		

*The Center uses this fund for program, services, and special initiatives to position the Center to fulfill its mission and to be affective in the first year.

Supplemental Answers to Question 4 for the EIA Programs

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

SC Geographic Alliance

Prior fiscal year activities:

- The SC Geographic Alliance provided in-service teachers with up-to-date content, best practice pedagogy, and innovated materials for geography education via offerings that emphasize technology, cross-disciplinary activities, and grade-specific interventions. Activities included:
    - School and school district level workshops;
    - Geofest conferences
    - Alliance Summer Geography Institute
    - SCEMD Earthquake workshop
    - AP Human Geography workshop
    - Professional conference presentations at state and national education conferences
    - Atlas of South Carolina
- The Alliance also provided pre-service teachers with mentoring, content knowledge, and classroom materials as they begin their careers via offerings at teacher-training institutions throughout South Carolina. Activities included:
    - Workshops at teacher training institutions
    - GEOG 710 (Seminar in Geography Education) at USC Columbia
    - GEOG 561 (Geographic Concepts for Teachers) at USC Columbia

The Alliance also engaged students and business/community organizations. Activities included:

- National Geographic Giant Map Program
- National Geographic Bee
- Geospatial Technology offerings (for students)
- Geography teacher grants
- STEM cluster of the Midlands Education and Business Alliance (MEBA)

The SC Geographic Alliance will continue to carry out these activities in the coming year. In addition, the Alliance plans to undertake the following activities:

- Support for EOC reading initiative using GeoLiteracy program

- Continued work with MEBA on the importance of geospatial technology and workforce development
- Working with the Alabama, Pennsylvania, and Tennessee Geographic Alliances on a major grant proposal for geoliteracy (backed by the National Geographic Society)
- Developing online modules to support the Atlas of South Carolina.

The Alliance is also hoping to begin a statewide partnership with the SDE, EOC and ESRI (a GIS software company) to bring geographic information system technology to South Carolina schools.

Writing Improvement Network ("WIN")

WIN activities in the prior fiscal year:

- Delivering professional development programs, customized to address district and school needs related primarily to the implementation of Common Core;
- Developing technical assistance plans focused on ELA academic standards
- Collaborating with teachers in developing instructional strategies and materials to improve ELA instruction;
- Conducting workshops at numerous conferences and symposia across the state;
- Holding a WIN symposium focused on Common Core; and
- Maintaining a presence on Facebook and Twitter and at meetings of the SC ELA Coordinators and SC Instructional Leaders Roundtable in order to inform SC public schools of WIN's purposes and activities.

During the coming year, WIN will continue to carry out activities that provide professional development and related services to schools across South Carolina.

- Professional development and related services will be proved to Chesterfield, Darlington, Dillon 4, Lexington 1, Lexington 2, and Lexington 3 schools as well as other districts and schools that request our services.
- WIN will continue to serve as a resource to the SC ELA Coordinators in preparing materials that incorporate the Common Core standards and prepare students for assessments accompanying those standards.
- WIN will continue to collaborate with the faculty at the University of South Carolina Child Development Research Center in preparing students age 4 for successful transition and entrance into the public school system.
- WIN will provide sessions to the SC Council of Teachers of English, the SC International Reading Association, and the SC Title One Conference.
- WIN will sponsor four one-day seminars on topics related to Common Core for teachers and administrators across South Carolina for a small fee.
- WIN will continue to build partnerships with other state agencies including the SCDE and other CEP EIA programs and initiatives.

South Carolina Middle Grades Initiative (SCMGI)

Prior fiscal year activities:

1. Middle Level Teacher Education Initiative (MLTEI)

In partnership with the SC Middle School Association, SCMGI continued to implement the Middle Level Teacher Education Initiative, which provides technical support South Carolina's higher education institutions (IHEs) in planning and developing middle grades teacher preparation programs which effectively address middle level standards established by the National Council for Accreditation of Teacher Education (NCATE) standards, and in increasing the numbers of middle level teacher graduates.

SCMGI continued to use face-to-face meetings, phone conferences, correspondence, and an annual conference to:

- promote sound practices that meet (CAEP) NCATE/AMLE standards;
- bring the focus of adolescent literacy to the forefront;
- encourage middle level teachers to seek highly qualified status through coursework, Praxis exams, and related grants,
- encourage and support the training of professors to become Schools to Watch site team members, and
- educate middle level administrators about best practices and effective leadership in middle level schools through presentations at annual conferences.

2. Middle Schools To Watch:

In partnership with the SC Middle Schools Association, SCMGI continued to sponsor the SC Schools to Watch program. SC Schools to Watch is part of a national program which promotes recognition for middle schools meeting high standards of excellence based on criteria that reflect academic excellence, developmental responsiveness, social equity, and organizational supports and processes in exemplary middle level schools. These middle schools in turn act as models and leaders of best practice, opening their doors to other middle schools around the state who are working toward effective middle level practices.

- The SC Schools to Watch program continued to draw from a pool of trained teachers, administrators, professors, State Department of Education personnel, and retired educators to organize teams to review applications and conduct site visits at middle schools that have asked to be designated as Schools to Watch.

During the upcoming year, SCMGI will focus particularly on addressing middle school literacy. It will continue to engage universities across South Carolina and the Schools to Watch program through SCMSA, as well as other organizations both within and outside of CEP, in (exemplary quality preparation of students in the elementary and middle grades to achieve reading and writing proficiency; and (2) to assure their success by training teachers and administrators highly qualified in reading and writing instruction.

South Carolina School Improvement Council ("SC-SIC")

Selected activities from the prior fiscal year included:

Information and Materials:

- Produced *The Basics* handbook that describes the roles and responsibilities of SIC members (print copies for all SIC members and downloadable online version);
- Provided links to current news, information and resources through the SC-SIC website, Facebook and Twitter
- Developed and disseminated electronic *Clips and Quips* updates to SIC members.
- Developed and disseminated electronic newsletter *Council News* to SIC members

Trainings, workshops, conferences and presentations

- Delivered *The Basics* training to all districts that requested it.
- Produced SC-SIC statewide Annual Meeting that included sessions on school climate and student performance and 21st century family-school involvement.
- Developed and/or delivered additional advanced SIC training modules
- Provided information about trainings available to SICs through other community groups on issues of possible interest to SICs through postings on the SC-SIC website.
- Presented at SCDE Principal Induction and state-level conferences such as SCASA, SCSBA and Parents Anonymous
- Developed new program to provide SICs with tools, training and ongoing coaching on planning, implementing and evaluating their activities. Piloting began at the Harbison West Elementary School SIC in Lexington/Richland 5 school district.

Other Activities

- Conducted the Dick and Tunky Riley Award for SIC Excellence process
- In partnership with the SCDE Office of Leadership, coordinated the SC Education Policy

Fellowship Program, a professional development program for established and emerging leaders in education and related fields.

- Provided local SICs with the means to report their membership and upload their Annual Report to the Parents online through the SC-SIC Member Network database. Both the membership data and Annual Reports can be viewed by the public on the SC-SIC website.

Activities for the upcoming year:

- SC-SIC will continue to provide high quality materials, training, technical assistance and related services needed for local SICs to function effectively and fulfill their role in the school improvement process.
- In addition, SC-SIC will serve as an important bridge between parents and community members and other CEP partners, using its communication tools to disseminate information about new partnership opportunities to these stakeholder groups.

- SC-SIC expects to provide assistance to schools participating in the New Carolina TransformSC initiative in the areas of family and community engagement.
- SC-SIC will expand its pilot of the SC-SIC Local SIC Evaluation Initiative to an additional four schools who applied to participate for the coming school year. Those schools are located in Greenville, Oconee, Marlboro and Fairfield school districts.

South Carolina Educational Policy Center ("SCEPC")

Activities during prior fiscal year:

The SCEPC has collaborated with EOC and SCDE staff for several years on an analysis of the state's school climate surveys that are completed each year by teachers, parents and students at every school. A favorable school climate provides the structure within which students, teachers, administrators and parents can function cooperatively and constructively.

During the past year:

- SCEPC staff analyzed 2012 climate survey data so that four-year climate profiles for 2009-2012 could be developed for the state's Palmetto Priority schools. The data in the profiles are intended to help these schools develop cost-effective, targeted school improvement strategies.
- SCEPC conducted a variety of meetings with SCDE technical assistance personnel to discuss the individual school climate profiles and specific school improvement needs.
- SCEPC staff shared school climate profiles and trained school district staff in the interpretation of their school climate profiles at several school districts across the state.

For the upcoming year:

- SCEPC staff are analyzing the 2013 teacher, parent and student survey data so that the four-year school climate profiles for the Palmetto Priority schools can be updated with the most recent data.
- SCEPC will provide training to SCDE personnel assigned to the Palmetto Priority schools on how to interpret and utilize the school profiles in assessing school needs for improvement.
- SCEPC staff will develop four-year school climate profiles for additional low-performing schools and provide consultation services and training in using these data in schools' improvement initiatives.
- SCEPC will provide consultation and research services to schools, districts and other educational organizations to assist them in implementing research based strategies that will improve student achievement.
- SCEPC will collaborate with its CEP partners to support effective strategies for improving reading achievement in the state, including the development of summer reading programs.

- SCEPC will assist with the development of grant proposals for external funding to support the implementation of research-based strategies in low-performing districts and schools that will support the growth of student achievement.

Supplemental Answer to Question 5

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

A summary of the outputs reported by each EIA organization is as follows:

SC Geographic Alliance:

- Professional Development delivered to 817 in-service teachers and 284 teacher candidates
- 10,000 copies of *Atlas of South Carolina* designed and printed. One copy of the atlas was distributed to every elementary and middle school library in South Carolina.
- 2 online instruction modules developed to support *Atlas of South Carolina*
- 226 "Back to School" packs of South Carolina themed maps-posters distributed to SC 3rd grade teachers.
- National Geographic Giant Map Program, Europe map used by 1,365 students

- 1,582 geography posters distributed to the following districts: Abbeville, Allendale, Anderson 1, Anderson 3, Bamberg 1, Bamberg 2, Bamberg 29, Barnwell 45, Berkeley and Cherokee.
- 73 students participated in separate geospatial technology offerings
- Over 100 South Carolina students participated in finals of SC National Geographic Bee
- Teacher grant to Alston Middle School (Summerville) used to support map reading program.
- One workshop conducted for MEBA-affiliated teachers and career counselors
- Virtual job shadow: Geospatial Technology – completed with MEBA and Microburst Learning with funding from Google.

Writing Improvement Network (WIN)

- Approximately 1,084 teachers and administrators were served through19 one-day workshops related to PASS writing, scoring, student assessment, incorporating writing in content areas, Common Core, or other targeted professional development.
- Approximately 399 teachers and administrators were served through seven extended series workshops (three or more days).
- Approximately 780 teachers and administrators were served in nine workshops conducted at state or regional conferences.

SC Middle Grades Initiative (SCMGA)

SC School Improvement Council (SC-SIC)

- Over 750 local SIC members served in *The Basics* or advanced training sessions
- 12,400 copies of *The Basics* handbook distributed
- 10 issues of *Clips and Quips* distributed electronically to over 8,000 SIC members and interested citizens
- Two issues of new electronic *Council News* distributed electronically to over 8,000 SIC members and interested citizens
- Approximately 200 SIC members served through Annual Meeting
- Nine SICs designated as Honor Roll or above in *Riley Award for SIC Excellence* process
- Multiple posts to SC-SIC website
- Three staff radio appearances
- 12 media releases
- One magazine feature
- 7,862 Tweets, 1,207 followers, 58 Twitter lists
- Frequent Facebook postings with 519 “Likes”
- The SC-SIC was utilized by schools to report data for 13,197 SIC members and by 517 SICs to upload their annual *Report to the Parents*

SC Center for Educatonal Policy (SCCEP)

- 2009-2012 school climate profiles created for Palmetto Priority schools with resources for using data to assess school climate strengths and areas that may need improvement.
- School Climate Resources Interpretation Guide, designed to assist district and school personnel in examining their school profiles and in understanding the information provided by each resource included in the school profiles.

Supplemental Answer to Question 6

Question 6: What are the outcomes or results of this program?

Outcomes reported by individual EIA-funded programs and initiatives for the prior year are summarized as follows

SC Geographic Alliance:

1 Satisfaction rating of Major Alliance Events:

- Average satisfaction rating on participant surveys over the past seven years = 4.55 on a 1-5 point scale (5=excellent)
- Numbers of participants (26,316 attendees at 742 events since 2004) is indicator of a high level of satisfaction with Alliance services.

2 Teacher Efficacy

- Participating teachers have reported in surveys that they have increased levels of confidence in teaching geography content after taking SC Geographic Alliance workshops.

3 Teacher use of knowledge and skills taught in professional development sessions

- This type of evaluation requires longer-term follow through and often in-person observation. The Alliance requires that "graduates" of its summer institutes make at least two presentations to demonstrate mastery of content and/or pedagogic technique. This evaluation is supplemented by district observation. For example, a 2008 survey of district social studies coordinators showed that 79% believe that Geographic Alliance trained teachers provide better instruction to their students. Further, 75% believe that teachers who use SCGA materials deliver a higher quality of instruction to their students.

4 Results – Measuring the success of training on improved quality.

- The Alliance has limited information at this level of evaluation, largely due to institutional barriers (geography test data is collected as part of a social studies score, making it impossible to assess the geography portion of student learning independently).
- Though data is limited for the Advanced Placement Human Geography teachers in South Carolina, teachers participating in SCGA-led programs have higher student pass rates that the state average for the APHG exam (based on data from the years 2009-2011).

Other research has found that after Alliance training, teachers were able to relate geography to other disciplines, move away from geography as just a "subject," and were able to relate geography to real-life experience. The vast majority of teachers believed that SCGA activities greatly benefited their professional development by motivating them to assess and improve their instruction, and serve as leaders and models for other educators.

The Alliance provides services directly for more than 1,000 teachers and 1,500 students annually; over 11,500 educators choose to be members of the Alliance. We would not be able to continue this progress if our primary product – specifically professional development and teaching materials – was not of high quality and relevant to the standards and content taught in the classroom.

<u>Writing Improvement Network</u>

WIN provided useful, relevant, and practical information to approximately 2,263 teachers and administrators in twenty-two districts and the University of South Carolina and at nine state and

regional conferences regarding teaching ELA aligned with South Carolina Academic Standards and Common Core State Standards.

More than 95% of participants in WIN workshops indicated that they agreed with the relevance of the workshops to their needs. Participants responded to seven survey items about their overall impressions of the workshops. More than 95% of participants "Generally Agreed" or "Strongly Agreed" with the statements, four of which addressed the quality of the workshop (e.g. content was focused and effectively presented, materials were well organized, professional looking and relevant), and three of which addressed the quality of the presenter (e.g. presenter was well prepared, knowledgeable and engaging).

Extended instructional series were offered for PASS Writing for Berkeley County, COLT Elementary in Chester, Edwards Elementary in Chesterfield, South Elementary and Stewart Heights Elementary in Dillon Four, Lexington One special education elementary teachers, and Gilbert Middle in Lexington One. Because PASS writing tests were administered to eighth graders in Spring 2012 and Spring 2013 those scores can be compared. Table 5 shows the individual school results for Gilbert's PASS Writing scores. Changes from 2012 to 2013 show: Not Met (-6.5%), Met (+10.3%), Exemplary and Met (+5.9%).

An extended instructional series was offered for high school students and faculty at C.A. Johnson and Eau Claire in Richland One taking HSAP and to redesign their district Benchmark HSAP in school years 2010-2011 and 2011-2012. The goal was to provide teachers instructional strategies to improve student achievement from Level 1 (has not demonstrated competence to Level 3 or above (proficiency). Tables 6 and 7 show their state HSAP results for Achievement Level 3 or above in 2012 and 2013. At C.A. Johnson, 6.2% of their students showed improvement from Spring 2012 to Spring 2013. At Eau Claire, 4.8% of their students showed improvement from Spring 2012 to Spring 2012.

SC School Improvement Council

It is among the responsibilities of SC-SIC to provide opportunities for training, resources and assistance to the state's 1,100-plus local SICs to build their capacity to strengthen their roles in having a positive effect on the lives and futures of the schools they serve. Examples of the impact of SC-SIC in this capacity can be found in the stories of the five finalists for the 2013 SC-SIC Dick and Tunky Riley Award for School Improvement Council Excellence below:

WINNER - Richland Northeast High SIC (Richland District 2)

Serving a school in an economically re-emerging area with an international flavor, this SIC partnered with local elected and other officials, as well as school board members and district administrators, to maintain a well-balanced student population during a school rezoning process. The SIC also worked extensively with school and district staff to promote the school's International Baccalaureate program throughout the community and on continuing efforts to revitalize and enhance the physical appearance and facilities at the school. Additionally, it worked with a marketing firm to re-brand the school and improve public perception, and

undertook a variety of strategies to increase effective internal and external communications, resulting in positive feedback.

Beck Academy Middle SIC (Greenville County Schools)

This SIC focused on the economy's effect on class size and educational opportunities at its school. It partnered with other SICs in the district to host a town hall style meeting with two local state House members to discuss education funding issues, and facilitated a Republican Senate primary race debate. These activities helped lead to a greater awareness among community members and elected officials of the real impact of school funding issues and have fostered increased partnerships with SICs in the district.

Brushy Creek Elementary SIC (Greenville County Schools)

This SIC, serving a school with rapidly increasing enrollment, recognized safety challenges with student dismissal and undertook a number of efforts to improve procedures for the afternoon car line, student pick-up and pedestrians. Working with the PTA, school administrators and the nearby community, the SIC took steps to modify drop-off and pick-up procedures, install fences around the driveway, bushes at the school perimeter and erect signage to increase pedestrian safety and prevent improper parking. The SIC also collaborated with SC Safe Routes to School to improve walking routes and utilize crossing guards, and partnered with surrounding businesses and a neighboring church to alleviate unauthorized off-campus student pick-up.

Eagle Nest Elementary SIC (Dorchester District 2)

The school served by this SIC is in a suburban community with a low socio-economic, transient and multi-cultural population of families which find it difficult to provide their children with materials and resources necessary for academic success. With the school's Title I team and guidance counselors, the SIC issued a parent survey to assess the needs and interests of its families. This demonstrated a desire for ideas to help with homework and learning strategies to increase reading skills. The SIC instituted a Reading Prize Patrol, which awarded students who were found to be reading when the Prize Patrol visited their homes, with bags of books for their household. To date, over 80 student homes have received books from the Reading Prize Patrol.

North Augusta High SIC (Aiken County School District)

This SIC undertook a number of efforts to assist in the improvement of student academic performance, increase traffic safety, identify facility needs, and communication with elected officials. It took a vital role in creating a Freshman Academy to help incoming ninth graders adjust to high school and instituted a quarterly student recognition lunch to reward students working to overcome academic, behavior and attendance issues. The SIC worked with various officials to identify future design improvements for traffic flow and organized tours to showcase and explain facility needs. It also met with its local state Representative to discuss funding issues and established plans to meet annually with other elected officials on facility, instructional and budgetary challenges.

These case studies are but a small sampling of the vital work and outcomes of the many School Improvement Councils in all corners of the state, fostered by the training and support that is available only through SC-SIC.

Just as it can be challenging to quantify the direct effect of family and community engagement on student achievement – yet we clearly know it is critical - it can also be difficult to adequately express the value of the state office in assuring that School Improvement Councils continue to exist and improve in their function and effectiveness each year. Without the consistent, high-quality training, information, resources, and advocacy provided by the state office on the state level, local Councils would soon cease to exist.

A review of the following statistics from 2012-13 suggests that the materials, training and technical assistance provided by SC-SIC's have been effective in ensuring that schools convene their SICs, thus providing a legally required venue for parent and community members to engage with their schools:

- 1,135 SC public schools convened School Improvement Councils
- 13,197 reported members served on SICs (actual number is likely higher)
- 82% of all schools were in compliance with SIC membership as of January 2013
- Estimated volunteer hours 211,152(monthly meeting time only)
- Estimated value of volunteer meeting time - $3.6 million
- More than 8,000 SIC members and other interested citizens are included on the SC-SIC listserv.
- 517 SIC Reports to the Parents were uploaded to the SC-SIC database

SC Center for Educational Policy

SCEPC has conducted research to examine the relationship between school climate dimensions and student achievement outcomes. Our analyses found that schools with better school climate are associated with better student achievement outcomes as reported on school report cards. Conversely, schools with a less positive climate did progressively worse on achievement outcomes. The observed relationship between school climate dimensions and student performance measures provides a rationale for using climate data as a component of school improvement initiatives.

The school climate profiles for the Palmetto Priority schools provide state technical assistance personnel and school personnel with data to use for school improvement. For the first time, existing data from years of administration of the teacher, parent, and student school climate surveys are available in an organized format that can be clearly understood and utilized. Compared with other barriers which are not within the control of schools, such as high child poverty, negative school climate factors can be improved. The current school climate research provides a starting point to begin narrowing the gap between research, policy, and practice involving school climate as an important facet of school improvement. In particular, the four-year school-climate profiles and interpretation guide provide low-performing schools with a practical, low-cost tool to use in identifying critical areas for school improvement.

EIA Program Report for Fiscal Year 2013-14

EIA-Funded Program Name: SC Council on Economic Education

Current Fiscal Year: 2013-14

Current EIA Appropriation: $300,000 FY13-14.

Name of Person Completing Survey and to whom EOC members may request additional information:

Jim Morris, CEO

South Carolina Council on Economic Education, d/b/a/ SC Economics

Mailing Address:

1705 College St, Moore School of Business, Room 678, Columbia, SC 29208

Telephone Number: 803-777-8729

E-mail: jim.morris@moore.sc.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

_x was an original initiative of the Education Improvement Act of 1984

_ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

_X_ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

__X_ Other: SC Economics was established as a 501-C-3 in November 1975. FY 12-13 funding came through the EOC; FY13-14 appropriations created SC Economics as an individual line item.

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

1984 EIA

2005 Financial Literacy Legislation (Article 1, Chapter 29, Title 59, section 59-29-410)

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

(SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue.

Regulation(s): State Board Regulations require ½ semester credit of economics prior to graduation from High School. They also require economic education to be included in K-12 education standards at all grade levels.

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

__X__ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

What we do:

SC Economics is a South Carolina non-profit organization exclusively dedicated to improving economic education and financial literacy by preparing teachers and students to be active, successful, and prosperous members of our global economy.

Our Goals:

Goal 1: Train K-12 teachers to teach economic education and financial literacy throughout South Carolina.

Objective 1: Conduct teacher workshops

a. Facilitate teacher learning through use of the Stock Market Game

b. Facilitate teacher learning by using the Mini-Economy Classroom Model

c. Facilitate teacher understanding of economics and financial literacy though Virtual Economics curriculum

d. Design activity-based learning on specially requested topics (History and Economics)

Objective 2: Encourage and support activity-based learning through student games and competitions (e.g. Poster Competition, Stock Market Game, Financial Literacy Challenge, Econ Challenge, SC Chamber Business Week)

Objective 3: Provide curricula and web accessible modular learning content supporting economic and financial literacy education

Objective 4: Expand Instructor pool at all levels

Objective 5: Conduct a statewide Economics and Financial Literacy Summit with breakout sessions covering critical topics

Goal 2: Develop a state supported teaching certification that will demonstrate a mastery level of understanding in the instruction of economic and/or financial literacy skills.

Objective 1: Develop criteria for skill mastery in economics and financial literacy

Objective 2: Work with Department of Education, State Board of Education, Education Oversight Committee, and Schools of Education and Business to formally validate skill mastery modules and levels before and after teacher certification

Goal 3: Provide web-based and digitally interactive delivery methods which introduce and reinforce economic and financial literacy principles to prepare individuals for post-secondary educational environments, workforce development and career preparation.

Objective 1: Identify, assess, and make available web accessible curricula in financial literacy topics identified in the 2005 Financial Literacy legislation

Objective 2: Identify, assess, and make available engaging and relevant, videos highly interactive games to supplement teacher lesson plans

Objective 3: Conduct and record high value interviews, discussions or instruction with web accessibility

Objective 4: Establish project partnerships between business, industry, and high attendance community educational venues to develop engaging, interactive, learning exhibits (e.g. museums, zoos, fair, family destinations)

Objective 5: Create educational products useful to students in their preparation to make post-secondary education decisions, whether it is 4-year college, technical education, workforce entry or entrepreneurship

Goal 4: Develop and assess quantifiable measures of effectiveness associated with all programs and activities.

Objective 1: Encourage pilot programs which use non-traditional assessment methodologies

Objective 2: Include assessment with all educational activities

Objective 3: Actively engage with other organizations through communities of practice and conduct meta-analysis to determine valuable means of individual learning improvement

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Workshops Completed

Fall 2012

- Virtual Economics
  - Greenville, 27 teachers
  - Columbia, 23 teachers
  - Rock Hill, 21 teachers
- I'm Worth Something!
  - Florence, 12 teachers
- How Much am I Worth?
  - Florence, 22 teachers
- Mini-Economy
  - Rock Hill, 27 teachers and 2 professors, Winthrop University
  - Orangeburg, 11 teachers

Spring 2013

- Virtual Economics and Teaching American History
  - Sumter, 30 teachers
- Financial Fitness for Life for Gold Hill Elementary (Ft. Mill School District)
  - Winthrop University, 52 teachers

- Virtual Economics for Harbison West Elementary (Lexington/Richland 5)
  - Columbia, 10 teachers
- The Hunger Games
  - Columbia, 44 teachers
  - Horry County School District, 30 teachers
- AP Economics
- Nelson Mullins, Columbia, 25 teachers

Foundation for Teaching Economics (FTE), Economic Forces in American History

  - Columbia, 25 teachers
- Foundation for Teaching Economics (FTE), Issues of International Trade
  - Columbia, 22 teachers

Competitions

SC Stock Market Game, Fall 2012 and Spring 2013

- 2,000 students participated (512 teams)
- 105 teachers competed in this year's online simulation
- Elementary, middle and high school divisions
- 1st, 2nd, and 3rd place teams received trophies on May 17 at our annual awards luncheon

InvestWrite Essay Competition

- Five winners (from state wide competition)

Economic Poster Contest

- 47 teachers
- 809 students participated
- 16 students received awards on May 17 at the annual Awards Luncheon
- Winning illustrations printed in the Economic Concepts Calendar

SC Financial Challenge

- 407 high school students participated
- 20 teachers
- Lexington High School wins state championship
- Placed 7th in the nation at National Finance Challenge, May 10, St. Louis, MO

SC Economics Challenge

- 321 students participated
- 20 teachers
- State champion, AP Division, Lexington High School
- State champion, General Economics, Dreher High School
- Lexington HS placed 27th out of 480 schools nationwide on April 23, 2013

24th Annual Awards Luncheon

- Friday, May 17, Brookland Conference Center, West Columbia
- Recognizing winners of the Stock Market Game, Economic Poster Contest
- Recognition of Teacher and School Excellence Awards
- 260+ students, teachers, school administrators & parents

Special Initiatives

- Enlighten Campaign with Electric Cooperative Association of SC
    - STEM Grad Course in June 2013, 14 Teachers
- Liberty Fellow at Wofford University, developing a series of videos demonstrating new AP Econ lessons written by Dr. Gary Stone for the Council for Economic Education's newly revised AP Micro Macro Economics curriculum

- Global Business and World Trade, High School course developed as requested by SC Dept of Education; curriculum on a flash drive as a Word document or iBooks; the goal is for every High School to offer this course through their business department.

- Commission for Higher Education, Money Matters, Darlington Fall 2012

  - 17 teachers, 685 students, 4 schools

  - 25% of students scored 80% or higher on the post test

  - Financial Fitness for Life

- Created and Published 2013-2014 Economic Concepts Calendar

Totals for FY 12-13: 1109 Teachers 42,857 Students

Changes for FY13-14 In addition to the workshops and competitions that we provided last year, the following new initiatives are presently underway: Many of these are directly in support of innovation and transformation of the delivery of public education.

Financial Flix™: The Financial Literacy Legislation of 2005 specifically addressed 13 financial literacy instructional topics to be included in K-12 education (section 59-29-410.) This legislation was never implemented. SC Economics is currently working to develop and provide all South Carolinians with access to a series of 1-3 minute educational, engaging, peer-to-peer videos using young K-12 actors who have been coached on the script and learning outcome for the various financial literacy instructional topics. As these videos are created, they will be posted on our website www.sceconomics.org and used (at no cost) by students, teachers, parents, and nonprofits, to augment any other form of instruction. This project will also support our intention to be more collaborative and distributive with our learning content and resources.

Gaming: SC Economics is marketing and training teachers and educational providers with interactive, web-based computer games for students in grades 6-12. These games are intended to teach the basics in financial literacy.

Immersive decision making experience for students leaving home: We are exploring the possibility of working with a local children's educational museum to create a venue in which each young student who attends the museum participates in a highly interactive and immersive simulated educational experience. The experience is designed to engage students in the personal finance decisions required as they graduate from High School.

Imagine, if you will...Eddie graduates from High School. EDDIE IS MOVING OUT! Through an immersive learning environment that is a reality-based and engaging activity for the more than 200,000 parents and children flowing through the museum, we have envisioned an interactive simulation for "Eddie's next move." *So Eddie...you're going to college, eh? Have you thought*

about how much money you will need to support yourself? Education options and costs? Oh, wait a minute. You're getting an apartment or a dorm (ching ching)?? Imagine yourself in the lobby of the museum with the sound, smell, touch and sight of a post High School replicated experience. An avatar-version of Eddie and his new options for life, post-secondary education; a combination of a Disney, Imax theater, and Angry Birds experience all right there at the museum! SC Economics is excited about this opportunity and is leading the effort to find vested partners in the business, education and charitable communities in South Carolina.

Teacher Certification on line

SC Economics understands that the brick and mortar path of face-to-face workshops is an important method for teacher recertification. There are certain times, however, where teachers would like the option to gain certification credit through on-line engagements. We offered South Carolina teachers the opportunity to take an online course offered through our sister organization in North Carolina and had an overwhelming response, thus realizing how important this new venue is. We are in the beginning stages of talking with ETV about offering our courses through their online certification network.

Entrepreneuership VEI

Entrepreneurship is an important facet of economic education. SC Economics partnered with Virtual Enterprises International (VEI) to provide facilities and a keynote speaker to 100 VEI students from nine SC High Schools. VEI provides an online platform for students to run virtual businesses through an international network. SC Economics provided entrepreneurial speakers from the technology field. We will replicate this effort and encourage an entrepreneurial spirit in all of our programs and activities.

Summer camps

Through partnerships with local organizations, SC Economics will partner to provide educational resources in economics, entrepreneurship, and technology.

Special on demand programs (Charters, History)

SC Economics aims to be responsive to all educators' needs. We will continue to provide on-demand training to educators, administrators, students, parents and educational non-profits. Examples include presenting *"The Cost of My Living"* to Richland One Middle College as a part of their career exploration day and assessing the usefulness of a *Zooconomy* integration in a middle school STEM program. We will also implement the programs as grant money is received. For instance, we will host an Economics in American History workshop in Spring 2014 at the request of a donor and USC.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Answer: See answer to question number 4.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

At the conclusion of each scheduled, statewide workshop, teachers are asked to complete a brief survey on the workshop attended. The responses from South Carolina teachers help SC Economics gauge how well the content was received and how it can be used. Please see attached for copies of the survey evaluations.

Two programs offered quantitative results of student achievements. The first program, titled "Money Matters," was delivered to third grade classes in three elementary schools and eighth grade in one middle school in Darlington School District; a total of 685 students and 17 teachers from the four schools participated. Teachers were trained prior to the school year using *Financial Fitness for Life*. The students were pre-tested on their financial literacy skills and then received instruction for eight weeks on lessons from *Financial Fitness for Life*. At the end of the eight weeks, students were given a post-test on the same concepts as the pre-test.

Elementary Schools	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	29%	57%	96.5%
Middle Schools	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	48%	71%	47.9%
Teachers	**Pre-test average score**	**Post-test average score**	**Improvement between pre- and post-tests**
Darlington	69%	86%	25%

The second program was a localized case study at Lonnie B. Nelson Elementary, specifically in their ACE Program, for the Classroom Mini-Economy:

Classroom Mini-Economy test results
Academy for Civic Engagement
Lonnie B. Nelson Elementary School

Richland District Two

The Academy for Civic Engagement (ACE) prepares children to become contributing members of our democratic society and responsible citizens of our community and our world. ACE encourages active citizenship by giving students opportunities to translate civic education into community engagement.

The Academy of Civic Engagement is open to all students in grades K-5, serving 20 students per grade level. Students enrolling in grades K-5 who seek to become strong leaders and build a foundation that will afford them the opportunity for future success are eligible to apply. Students are selected by a random lottery.

Dawn Smith, ACE Lead Teacher, has attended several of SC Economics' Classroom Mini-Economy professional development programs. In turn, she has trained her staff of nine teachers on the program, and coaches the teachers throughout the program's implementation. The 5th grade students participating in this exploratory study have been participating in the Mini-Economy since Kindergarten.

Test Instrument

The Basic Economics Test (BET) is a nationally normed achievement test for 5th-8th grade students. The test was designed primarily to aid teachers in assessing and improving the quality of the teaching of economics.

Test Results

5th Grade	**Percent of correct test responses**
ACE students	73%
Non-ACE students	35%

Comments

- ACE students who participate in the Classroom Mini-Economy are far more proficient in economic knowledge than their non-ACE peers who have no experience with the Mini-Economy.
- The economic concepts tested on the BET are included in South Carolina's K-5 academic standards for the Social Studies. Therefore, we would expect the non-ACE students to be as knowledgeable of economics as the ACE students. The 38% difference in test scores between ACE and non-ACE students could to be attributed to several factors: non-ACE teachers dedicate a very limited number of instruction minutes to economics; are unfamiliar with the concepts and lack confidence in teaching them; or have a limited understanding of the value of economic education. However, we cannot form any definitive conclusions from this one study.

ACE students:
4th grade: scored an overall 52% accuracy/knowledge of Economics concepts
5th grade: 73%

Non-ACE students:
4th grade: 42%
5th grade: 35%

Total ACE students: 58%
Non-ACE students: 40%

SC Finance Challenge and SC Econ Challenge
After winning the state level competition, Lexington High School was sent to St. Louis, Missouri by SC Economics to compete in the National Finance Challenge. The students placed 7th in the nation. Another Lexington High School team won the state competition for the Economics Challenge, advanced economics division. That team completed paper tests at their school that determined their ranking as 27th in the nation.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

Has an evaluation ever been conducted?

_____Yes

___X__ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____Yes

___X_ No

If no, why not? We have not had an external evaluation

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Answer:

In order to continue to implement conservative budget practices, in the event of potential EIA reductions totaling 5%, and 10% in F13-14, SC Economics would reduce programs as follows:

The first two programs address the EOC's 2020 Vision for SC and support innovation and transformation of the delivery of public education:

-*Financial Flix*™: A video streaming service providing 1-3 minute clips on business and financial literacy concepts as well as lesson plans for implementation of video content.

- *Immersive decision making experience for students leaving home*: Eddie Goes to College, OR starts his own business, goes to technical college, enters workforce, etc.

-*Teacher Certification*

-*Boys and Girls Clubs: Workshops* (2-3)

-*Jobs for Americas Graduates* (JAG) through SC Department of Employment and Workforce: Offer quarterly workshops for JAG instructors to help facilitate financial literacy within their existing program

-*SC Chamber of Commerce*: Business Week sponsor of 160 students

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Answer:

If teachers were required to receive education in economics and financial literacy and certification thereof, then the appropriation for SC Economic education could be reduced.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

__X_ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA		300,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Individual/Corporate		200,000
Programs		100,000
Carry Forward from Prior Year		
TOTAL:		**600,000**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Other: Programs		282,000
Other: Initiatives		318,000
Balance Remaining		
TOTAL:		**600,000**
# FTES:		**4**

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Financial Wisdom Workshop Evaluation
Friday, November 9, 2012
University Center, Greenville, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	19 86%	3 14%			
2. The program demonstrated or identified important content that I can use in my classes.	16 73%	6 27%			
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	13 59%	9 41%			
4. The session was well organized and presented.	9 41%	7 32%	6 27%		
5. Overall, this program was valuable for me.	15 68%	7 32%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	22 100%				
2. The presenter encouraged questions and kept discussion focused.	22 100%				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	12 55%	10 45%			
2. The content presented in the workshop will allow me to be a more effective teacher.	11 50%	10 45%	1 5%		
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	11 50%	11 50%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
6-12	Virtual Enterprise Computer Applications Art Pre-Algebra Math Enrichment Entrepreneurship Business Finance Govt/Econ Geometry/Alg II Life Science Keyboarding Computer Lit Global Business Marketing Personal Finance Prob & Stat Consumer Education	3258

Other Comments:
"I am more supported in my idea that econ can be incorporated into the art classroom. Thanks!"
"Thank you for offering this class."
"Very well informed despite difficulties with technical stuff! Good ideas. Very knowledgeable."
"Will share with other members of my department."
"I've been using the Capstone resource in print from a previous session and can't wait to use the electronic version to get even more resources!"
"Always looking to incorporate real world applications into any curriculum. Also preparing to teach other possible courses such as fin literacy or econ."
"The workshop was helpful, and I'm sure I'll use the info. The presenter did a great job, considering the "glitch" in technology. Thanks!"
"Great! Got lots of stuff I will be able to start using ASAP."
"Excellent job improvising considering the technical difficulties. I learned things about the economy that I didn't understand."
"The flash drive is worth coming, but everything in addition was great. Dennis did a great job."
"Very informative—appreciate the wonderful food and materials for use in the classroom."
"Very excited about chance to try it out."

AP Economics Teacher Survey

The South Carolina AP Economics Initiative
Friday, Feb. 15, 2013

SC Economics appreciates your thoughtful response to this survey.

Please use a check or X to indicate the most appropriate response for each item:	Strong Interest	Medium Interest	Average Interest	Little Interest	No Interest
1. Professional development program during the school year	18 69.2%	3 11.5%	5 19.2%		
2. Summer AP Economics graduate course	17 65.4%	3 11.5%	5 19.2%	1 3.8%	
3. Online AP lesson demonstrations available on SC Economics' website	24 92.3%	1 3.8%	1 3.8%		
4. Working with an Economics Coach on an as needed basis (site visits, phone, email)	19 73.1%	1 3.8%	6 23.1%		
5. Participate on 2-3 webinars a semester with other AP Econ teachers to discuss what's working, what's not working, and to share best practices. Coordinated by the Economics Coach.	16 61.5%	7 26.9%	3 11.5%		

AP Economics Teacher Specialist designation.

Examples of Specialist activities may include but is not limited to:

- assisting other teachers in your district or elsewhere; receive stipends and travel expenses if needed
- working with SC Economics as needed; serve as Ambassadors of AP Economics
- participating in SC Economics' professional development programs to give the teacher's perspective;
- participating in the Economics Challenge: a state, regional and national competition

Please use a check or X to indicate the most appropriate response for each item:	Strong Interest	Medium Interest	Average Interest	Little Interest	No Interest
1. AP Economics Teacher Specialist Designation	11 42.3%	5 19.2%	1 3.8%	5 19.2%	4 15.4%

Name: _____

School/District: _____

The Hunger Games Workshop Evaluation
February 11, 2013
SC Sheriff's Association, Columbia, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the *The Hunger Games* curriculum.	32 80%	7 18%		1 2%	
2. The program demonstrated or identified important content that I can use in my classes.	31 78%	6 15%	3 7%		
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	34 85%	6 15%			
4. The session was well organized and presented.	30 75%	9 23%		1 2%	
5. Overall, this program was valuable for me.	31 78%	8 20%	1 2%		

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	37 93%	3 7%			
2. The presenter encouraged questions and kept discussion focused.	35 88%	3 7%	1 2.5%	1 2.5%	

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate activities into my lessons that promote financial literacy and economic concepts.	30 75%	9 23%	1 2%		
2. The content presented in the workshop will allow me to be a more effective teacher.	27 68%	12 30%	1 2%		
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	29 73%	11 27%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use lessons from the *The Hunger Games* curriculum?

Grade Level	Course	Number of students (2012-13)
6-8	ELA Personal Finance Economics SS SC/US History Math Financial Literacy Graphic Calc Ancient World Cultures	1075
9-12	Honors Global Studies Honors Econ Econ Government H Government CP AP Macro Finance in Family & Consumer Sciences Consumer Decisions Economics Summer Reading Entrepreneurship Personal Finance ELA Career Prep EMP SC Sociology World History	2162

Other Comments:
"This workshop gave me some very good ideas on how to use this series as an integrated activity with science, economics, history, and ecology. (As well as Lang Arts). Thanks!"
"Great job. More handouts are always great."
"This curriculum will allow me to be more creative in lesson planning for my honors & AP-level students!"
"I liked learning new activities, especially those that can be used at the end of a class period for reinforcement."
"Excellent workshop-great ideas & materials to utilize in my class."
"WONDERFUL! Thoroughly enjoyed."

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Financial Wisdom Workshop Evaluation
Thursday, November 8, 2012
Winthrop University, Rock Hill, SC

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	18 86%	3 14%			
2. The program demonstrated or identified important content that I can use in my classes.	19 90%	2 10%			
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	17 81%	4 19%			
4. The session was well organized and presented.	18 86%	1 4%	2 10%		
5. Overall, this program was valuable for me.	19 90%	2 10%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	19 90%	2 10%			
2. The presenter encouraged questions and kept discussion focused.	19 90%	2 10%			

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	20 96%	1 4%			
2. The content presented in the workshop will allow me to be a more effective teacher.	19 90%	2 10%			
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	18 86%	3 14%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
K-12	GT General Economics American Govt US History Accounting Virtual Enterprise Math SS Science Engineering Personal Finance Financial Fitness Marketing Computer Technology Math/Geometry/Algebra World Geography Financial Management Entrepreneurship	1749

Other Comments:
"Great use of time—wonderful to have time to explore!"
"I feel like I gained a lot of valuable information and resources! Certainly glad I came!"
"Great for us to use in our classes"
"Loved how this fits into what we already do!"
"Great day! I enjoyed the presenter and his knowledge about the subject matter!"
"Really enjoyed presentations—they helped with valuable time saving searching for effective lessons"
"Wonderful day – thank you!"
"Great information & very useful – presentation of information was professional & entirely economics related."
"Great resources for reteach or introduction of concepts."
"Thanks for the info – can't wait to get started with this!"
"Great course! Thank you!"
"I always enjoy Dr. Stone's conferences."
"Thank you!"
"Great presenter, very knowledgeable! Dr. Stone was fantastic."

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Financial Fitness for Life
Grades 6-12
Workshop Evaluation
Saturday September 29, 2012
Frances Marion University

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	16 73%	6 27%			
2. The program demonstrated or identified important content that I can use in my classes.	12 55%	8 36%	2 9%		
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	15 68%	4 18%	3 14%		
4. The session was well organized and presented.	18 82%	4 18%			
5. Overall, this program was valuable for me.	17 81%	4 19%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	19 86%	3 14%			
2. The presenter encouraged questions and kept discussion focused.	19 86%	3 14%			

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	17 77%	4 18%	1 5%		
2. The content presented in the workshop will allow me to be a more effective teacher.	15 68%	7 32%			
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	17 77%	5 23%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
3-5 6-12	Youth Empowerment Program English/ Language Arts Science Chemistry Special Education Independent Living Skills Pre-Algebra Algebra I	935

Other Comments:

"This session helped me more with my own sense of economics."

"I will be sharing this curriculum with the mathematics teachers as well as using it with some students on an individual basis."

"It is important for high school students to realize their value in human capital. Thank you!"

"Economics is very important."

"Really enjoyed this session!"

"I appreciate the books!"

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Financial Fitness for Life
Grades K-5
Workshop Evaluation
Saturday September 29, 2012
Frances Marion University

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	9 75%	3 25%			
2. The program demonstrated or identified important content that I can use in my classes.	10 83%	2 17%			
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	10 83%	2 17%			
4. The session was well organized and presented.	9 75%	3 25%			
5. Overall, this program was valuable for me.	10 83%	2 17%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	10 83%	2 17%			
2. The presenter encouraged questions and kept discussion focused.	10 83%	2 17%			

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	9 75%	3 25%			
2. The content presented in the workshop will allow me to be a more effective teacher.	9 75%	3 25%			
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	9 75%	3 25%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
K-5	English Language Arts Social Studies Math Science Early Childhood Education Music Youth Empowerment Program PLT	1142

Other Comments:
"Great teaching materials. Thanks!"
"Great presentation"

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy
Workshop Evaluation
Thursday, November 1, 2012
Winthrop University

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	11 85%	2 15%			
2. The program demonstrated or identified important content that I can use in my classes.	11 85%	1 7.5%	1 7.5%		
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	11 85%	1 7.5%	1 7.5%		
4. The session was well organized and presented.	10 77%	3 23%			
5. Overall, this program was valuable for me.	10 77%	3 23%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	13 100%				
2. The presenter encouraged questions and kept discussion focused.	13 100%				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	9 69%	31 30%			
2. The content presented in the workshop will allow me to be a more effective teacher.	11 85%	2 15%			
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	10 77%	3 23%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
2-8	Accelerated ELA ELA Math Science Group Counseling/Classroom Guidance SS World History SC History Music	499

Other Comments:
"Great job!"
"Very enjoyable workshop-learned a lot!"

SC ECONOMICS
Helping K-12 Teachers Teach Economics

The Classroom Mini-Economy
Workshop Evaluation
Friday, October 19, 2012
Winthrop University

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	18 86%	3 14%			
2. The program demonstrated or identified important content that I can use in my classes.	15 71%	5 24%	1 5%		
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	12 57%	8 38%	1 5%		
4. The session was well organized and presented.	11 52%	10 48%			
5. Overall, this program was valuable for me.	12 60%	8 40%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	16 76%	5 24%			
2. The presenter encouraged questions and kept discussion focused.	18 86%	3 14%			

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	14 70%	6 30%			
2. The content presented in the workshop will allow me to be a more effective teacher.	10 48%	10 48%	1 4%		
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	10 48%	8 38%	2 14%		

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
K-5 5th 6th 4th 3rd 3-5 1st 2nd	Math S.S. ELA General Science PE Curriculum Coach	1676

Other Comments:

"The session was very rewarding and informative. I am looking forward to the implementation of the Mini-Economy."

"I really enjoyed this workshop and am looking forward to implementing it with my students."

"Helped our school create a clear focus on how we want to use specific parts of the program."

"The course was very helpful. I could use many of the ideas at my school. Thanks."

"I really enjoyed this workshop. Very practical ideas that can be implemented realistically."

"This workshop was very valuable for our school and offers a way to implement mini-economy."

"It was a great experience! I was very engaged! Thanks."

SC ECONOMICS
Helping K-12 Teachers Teach Economics

Why Did They Do That?
Workshop Evaluation
Thursday, August 16, 2012
Orangeburg District 4

I. Program Content

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The program provided a good overview/introduction to the curriculum.	8 100%				
2. The program demonstrated or identified important content that I can use in my classes.	8 100%				
3. The program demonstrated or identified pedagogical activities or techniques I can use in my classes.	8 100%				
4. The session was well organized and presented.	8 100%				
5. Overall, this program was valuable for me.	5 62%	3 38%			

II. Presenter

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. The presenter was knowledgeable about the content and activities in the curriculum.	8 100%				
2. The presenter encouraged questions and kept discussion focused.	8 100%				

III. Summary Evaluation

Please use a check or X to indicate the most appropriate response for each item:	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1. As a result of this workshop, I have a better understanding of how to incorporate active learning strategies into my lessons.	6 75%	2 25%			
2. The content presented in the workshop will allow me to be a more effective teacher.	6 75%	2 25%			
3. The teaching activities presented in the workshop will allow me to be a more effective teacher.	6 75%	2 25%			

IV. Background Information

What grade level(s) and course(s) do you teach in which you are most likely to use the curriculum?

Grade Level	Course	Number of students (2012-13)
K-5 5th 6th 4th 3rd 3-5 1st 2nd	Math S.S. ELA General Science PE Curriculum Coach	1676

Other Comments:
"The session was very rewarding and informative. I am looking forward to the implementation of the Mini-Economy."
"I really enjoyed this workshop and am looking forward to implementing it with my students."
"Helped our school create a clear focus on how we want to use specific parts of the program."
"The course was very helpful. I could use many of the ideas at my school. Thanks."
"I really enjoyed this workshop. Very practical ideas that can be implemented realistically."
"This workshop was very valuable for our school and offers a way to implement mini-economy."
"It was a great experience! I was very engaged! Thanks."

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Science PLUS Institute

Current Fiscal Year: **2013-14**

Current EIA Appropriation: **$503, 406**

Name of Person Completing Survey and to whom EOC members may request additional information:

Mija Hood

Mailing Address:

402 Roper Mountain Road

Greenville, SC 29615

Telephone Number:

864-355-8916

E-mail:

mhood@greenville.k12.sc.us

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_x_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Article 3, Academic Standards and Assessments;

SECTION 59-18-300. Adoption of educational standards in core academic areas

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

2013-2014 General Appropriations Act: Proviso 1A.10 (SDE-EIA: XII.F.2-Disbursements/Other Entities)

2013-2014 General Appropriations Act: Proviso 1A.40. (SDE-EIA: Partnerships/Other Agencies and Entities)

2013-2014 General Appropriations Act: Proviso 1A.53 (SDE-EIA: XII.F.2 STEM Centers SC)

2012-2013 General Appropriations Act: Proviso 117.22 (GP: Organizations Receiving State Appropriations Report)

Regulation(s):

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

__x_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The long-term goal of the Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) is to improve student academic achievement by providing professional development opportunities for SC public school educators teaching science in grades 3 through 8.

<u>To achieve this long term mission, each year the Institute</u>:

1. Helps the state close the achievement gap by a) placing 100% of applicants from Palmetto Priority Schools and b) selecting 45% or more of total participants from Title I schools.
2. Ensures this program serves the entire state with selection from all districts with applicants.
3. Supplies teachers with science equipment and classroom materials necessary to duplicate in their classrooms, lessons learned at the Institute.
4. Increases teachers' mastery of content and encourages their focus on instruction and subject understanding, versus just memorizing facts.
5. Offers grade-specific classes aligned with the S.C. Science Academic Standards and Common Core Curriculum standards while incorporating S.T.E.M. and project based learning curriculum throughout courses.
6. Emphasize the use of technology in all classes by providing lessons, activities, and the equipment for teachers to take back to their schools and classrooms.

<u>Annual objectives for the program include:</u>

1. Manage EIA funds so that attending teachers and their students and schools receive the maximum benefit, with less than 40% being used for personnel costs.
2. Provide challenging inquiry based activities and practical ideas for teachers to use in their classrooms while incorporating cross curricula concepts.
3. Develop a network for teachers statewide while encouraging staff development opportunities within districts and schools.
4. Renew teachers' enthusiasm and builds confidence in teaching science while using technology.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Science P.L.U.S. Institute achieved the goals through the following program activities in the prior fiscal year 2012-2013:

1. Conducted 6 grade-specific and SC science standard-based professional development courses for teachers in grades 3-8.

   Courses included: Earth Science for grade 3, Physical Science for grade 5, Weather grade 6, Life Science for grade 6 and Astronomy for grades 4 and 8. *(Science is identified as one of the state's Critical Need Subject Areas)*.
2. Established Edmodo groups for teachers to assist in collaboration with teacher participants after the institute. Teachers are able to share lessons and provide feedback on lessons they participated in during the institute throughout the year.
3. Selected 46 teachers from Title I schools.
4. Selected all applicants from Palmetto Priority Schools.
5. Selected teachers from schools considering the number of prior participants from that school and gave priority to schools that have never before been represented.
6. Gave priority placement to teachers who have previously applied, but not attended. If an opening occurred and there were no primary (first-time) applicants, secondary applicants were considered.
7. Placed teachers from the same school into different classes to maximize the benefit to the schools and districts.
8. Cut operating costs to provide science equipment and materials for the classrooms of 96 participating teachers. This was done by decreasing assistant's hours, and seeking quantity discounts. (Summer 2013 distributed over $52,500 worth of science materials to participating teachers.)
9. The grade-specific courses were activity-intensive to give teachers necessary content as well as practical lessons and ideas. Teachers received lesson plans for the activities they completed in class along with the equipment and materials necessary to duplicate those activities.
10. The inquiry-based courses with 16 teachers per class, gave teachers time to make the displays used in lessons, and incorporated enough course content to give participants a

confident background in the subject. These elements built confidence and enthusiasm for teaching a difficult subject.

11. Instructors developed S.C. Science Academic Standards based courses with Common Core Standards implemented.
12. All classes offer a balance of lecture, technology, hands-on activities, and teacher-created displays.
13. Recruited teacher participants for the Science P.L.U.S. Institute by:
    a) Mailed posters and brochures to all SC public elementary and middle schools
    b) E-mailed all school districts to post information on their web sites, along with photo(s) if had teacher attend in year prior
    c) Made the application, course outlines, and additional information available on-line through the Roper Mountain Science Center website
    d) Mailed all prior year's participants and applicant's brochures and encouraged them to pass on the information to other teachers

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>>> Changes in processes or activities planned for 2013-14 are:

1. The Science P.L.U.S. Institute began introducing S.T.E.M. curriculum throughout the Institute for SC public school educators who teach science in grades 3 through 8.
2. Professional development will be provided by ITEEA (International Technology and Engineering Educators Association) to the Institute instructors focusing on project based learning teaching methods. The professional development will provide grade specific S.T.E.M. lessons for the instructors to implement in their courses this upcoming summer.
3. 2013 PASS scores were reviewed and science standards with low student performance were identified and will be used in determining which Institute courses would be offered.
4. Offer 18-20 grade-specific and SC science standard-based professional development courses for 300-320 teacher participants in grades 1-12. Courses included: Science Activities for grades 1 &2; Earth Science for grade 3, Life Science for grade 3; Physical Science for grade 3; Life Science for grade 4; Physical Science for grade 4; Space Science for grade 4; Earth Science for grade 5; Physical Science for grade 5, Life Science for grade 6, Physical Science for grade 6, Life Science for grade 7; Human Body Systems for grade 7; Space Science for grade 8; Physical Science grade 8; and Earth Science for grade 8.
5. Collaboration with ASM Foundation, Tigers Teach (Clemson University) to provide a Teachers Materials Camp for middle school and high school science teachers.
6. The administrative staff has been reduced to 1 full time coordinator and 1 temporary clerical assistant.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The direct products and outputs delivered by the 2013 Science P.L.U.S. Institute at Roper Mountain Science Center (RMSC) were:

- 96 participants in 6 classes encompassing grades 3-8
- 6 different courses built around South Carolina Science Academic Standards
- 87 South Carolina Schools represented, 6 of them for the first time
- 46 Title I School teachers participated- 48% of total participants
- 51 of 84 school districts represented (counting charter schools & special schools each as 1 district)
- 3 participants from Palmetto Priority Schools: (Fairfax Elementary, Allendale-Fairfax Middle, Fairfield Elementary)
- 66 participants came in 2013 for the first time--69% of this year's participants
- 12 participants took the course for graduate credit through Furman University
- Alternates replaced 21 of the teachers selected (22% decline rate)
- Participants' teaching experience ranged from 1-33 years (9 years average)
- Lodging Provided for 54 Out-of-Town Teachers (56%)
- 12 instructional positions all filled by Upstate educators
- 2,880 (estimated) students impacted by THIS summer's Science P.L.U.S. Institute participants
- Since 1993, $2,124,000 worth of science materials have been distributed to South Carolina public school teachers across the state. Each Teacher Participant Received Items Valued at Over $500.
- 1002 South Carolina schools have participated at least once since 1993
- 1 Administrative year-round staff, 1 hourly clerical staff, 2 summer general assistants

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The PASS Science test scores for 2012 and 2013 were collected and compared for schools with 2012 PLUS participants. The overall trend was positive with **50 out of 103*** scores increasing in total percentage passing. (*Note: Some data was unavailable for comparison between 2012 and 2013; some schools were closed and some were new.)

- 14 out of 103 showed an increase in PASS Scores of greater than 10%
- 36 out of 103 showed an increase in PASS scores between 0-10%
- 53 out of 103 did not show an increase in PASS scores.

The data from previous years were also compared, continuing to show a positive trend in PASS scores. The PASS Science test scores for 2010 and 2013 were compared for schools with 2010 PLUS participants. The overall change was positive with **78 out of 103** scores increasing in total percentage passing (note: several schools had more than one grade level represented).

- 41 out of 103 showed an increase in PASS scores of greater than 10%
- 37out of 103 showed an increase in PASS scores between 0-10%
- 25 out of 103 did not show an increase in PASS scores.

(PASS Portal. (2013, August 14-September 6, 2013). Retrieved from http://www.ed.sc.gov/data/pass/2013/)

In reviewing the 2013 PASS scores and science standards, the areas of low student performance were identified and will be incorporated in the Institute's curriculum. PASS scores will continue to be used as an indicator for the Institute to evaluate science classroom performance of those schools that have had teachers attend.

In addition to the PASS Science scores as an evaluative tool, the teachers were given a questionnaire at the end of the Institute which focused on several different aspects of the Institute. See attached graph for quantitative data.

How effective were your instructors?

Laura Ross-SCPCSD-Physical Science 5
Amazing class! Informative, welcoming, energetic; conveyed lessons in an exciting way. The make me want to be a better teacher.

Kendra Bailey-Spartanburg 2- Earth Science 3: Our instructors were excellent!

Sandy Powell-Pickens –Life Science 6: Excellent delivery of lessons plans, discovery and they linked to Common Core!

Alicia Tennis-Shock-Pickens-Physical Science 5: Fantastic! They were very knowledgeable and experienced. Their love of science was encouraging and contagious!

Marquita Woodard-Richland 1-Astronomy 4: I love each one of our instructors. They are the best. Very knowledgeable of the content!

Breslin Steverson-Edgefield-Physical Science 5: The instructors were two of the best I have taken a course from. Their knowledge is vast and obvious.

Leslie Lybrand-Spartanburg 1-Astronomy 8: The instructors were awesome! They genuinely love what they do and their passion is contagious! So knowledgeable and the strategies, materials, and management techniques are invaluable.

What difference will the materials make in your classroom?

Deree Ward-Barnwell 45-Physical Science 5
The materials will be extremely helpful. I can't wait to get back to school and share with the other teachers so **ALL** of our 5th graders will benefit.

Sarah Lehman-Allendale-Life Science 6
The materials are awesome! This will really give me a chance to provide hands-on learning my students have not had the opportunity to use.

Chastity Brazell-Fairfield- Earth Science 3
HUGE. Gives me the ability to let my students experience science rather than be an observer.

Diane Smith-Sumter-Astronomy 4
It will make a huge difference for my whole teacher's team. We are all going to be cool teachers.

Alicia Tennis-Shock Pickens-Physical Science 5
Wow! Astronomical! The biggest challenge I had last year as a first year teacher was resources and materials; this class has made me ready for next year.

Valerie Tyson-Spartanburg 7-Earth Science 3
The materials will be essential to my instruction. It will keep my students engaged and I should see growth in their learning.

Emily Ingram-York 3-Astronomy 4
I am a fairly new teacher (2 years under my belt), so my resources are lacking. The materials I received will make a huge difference.

Lisa Silver-Spartanburg 3- Weather 6
I now have the tools I need to effectively teach this unit. I no longer have to make or buy the supplies.

Elaine Park-Anderson 5-Life Science 6
The fact that the program supplies teachers with materials necessary to conduct the activities directly impacts the teachers' effectiveness in the classroom.

Shayla Hicks-Richland 2-Physical Science 5
The materials will make all the difference! I would never have purchased supplies like the chemicals and rockets if it were up to me. Science Plus not only supplied the materials, it

showed me how to use them effectively.

Tiffany Bell-Anderson 2- Weather 6
Students with disabilities can continue their science experiments and learning in the Resource Lab, which will provide them with extra support and practice.

How relevant were the activities and subject matter to the SC Science Academic Standards for your grade?

Tina Peterson-Dorchester 2- Life Science 6
Everything aligned with standards. Great ideas to pull in Common Core! Good suggestions for tying into other subjects/units for cross-curricular ideas!

Kara Adkins-Spartanburg 6-Astronomy 8
Very relevant! Excellent incorporation of content, as well as inquiry.

Laura Ross-SCPCSD-Physical Science 5
Spot-on for SC state standard and differentiation for all learning styles and levels.

Tracy Taylor-Spartanburg 3- Weather 6
Absolutely! They even told us which indicator went with each activity!

Xandra Farmer-Richland 1- Life Science 6
All activities were relevant and were demonstrated and explained very well. I feel much more confident about how to teach each standard with rigor.

Andrea Caulder-Darlington- Earth Science 3
Perfect - I have a ton of ideas to use in the classroom!

Deree Ward-Barnwell 45-Physical Science 5
All activities were excellent and an awesome example of what it would take to help our students understand the subject matter.

Preston Jones- Greenwood 50- Weather 6
All on topic! A+ Covered a lot of the difficult concepts to teach!!!

Kimberly James-Sumter-Astronomy8
Activities were aligned to the standards and can be used in the classroom to increase student's engagement, interest and knowledge.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

June 28, 2013; July 12, 2013; July 23, 2013

Has an evaluation ever been conducted?

__X__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The evaluation used this year incorporated yes/no style questions in addition to free response type questions. The responses to the questions were overwhelmingly positive in regards to instructors, content and materials provided by the Institute.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X_Yes (see attachment to email)

__ _ No

If no, why not?

1. DID THIS CLASS INCREASE YOUR CONTENT KNOWLEDGE IN THE AREA STUDIED? Results 97%= Yes

Melanie Rucker- McCormick 1-Physical Science 5: Yes!! I was not a science major in the beginning. After many years, I have learned a great deal about science. This week tripled that knowledge.

Sandy Powell-Pickens-Life Science 6: Yes. There are many more resources available than I realized! (Now I know about them!)

Tiffany Bell-Anderson 2-Weather 6: Absolutely. I understand the content better and I am not as nervous to teach the standards in a lab because I can provide more support and differentiation.

January Adams-Greenville-Life Science 6: I had no idea you could do so many simple, but effective lessons.

Emily Ingram-York 3-Astronomy 4: Yes! There were some concepts I didn't even know I had wrong.

Preston Jones- Greenwood 50-Weather 6: Definitely showed me some different, more effective ways to present content.

Xandra Famer- Richland 1- Life Science 6: Yes, most definitely! I did not do a lot of labs because I didn't know how to.

Kendra Bailey- Spartanburg 2-Earth Science 3: The application of the content knowledge increased a lot!

2. AS A RESULT OF THIS WEEK'S STUDIES ARE YOU MORE CONFIDENT IN YOUR ABILITY TO TEACH SCIENCE?
Results = 100% YES

Erika Spradley-Richland 1-Physical Science 5: I am definitely more confident and just glad that I can finally feel great and enthused about teaching science.

My confidence and level of enthusiasm has greatly increased. I know that I have a new connection to go along side of me on this teaching journey. Unknown-Life Science 6

Elaine Park-Anderson 5-Life Science 6: It was a great experience to do the activities as a student before taking it back to my classroom as a teacher.

Marquita Woodard-Richland 1-Astronomy 4: I came in not knowing much and now I feel like an expert! I love it!

Sandra Pendergrass-Dorchester 2-Earth Science 3: I have always felt confident in teaching, the difference is having the resources and more hands on activities.

3. ARE YOU WILLING TO SHARE THE ACTIVITIES, LESSONS, AND MATERIALS YOU RECEIVED WITH OTHER TEACHERS IN YOUR SCHOOL OR DISTRICT?
Results 100% = YES

Deree Ward-Barnwell 45 - Physical Science 5: Yes, I also plan to present some of the information at my faculty meetings and Board meetings.

Chastity Brazell-Fairfield- Earth Science 3: I will share and teach my team how to use these materials.

Absolutely! I can't wait to show the teachers on my team what we can do with our students. Unknown- Physical Science 5

Kimberly James-Sumter-Astronomy 8: Yes, I will because what we do is for all children, even the ones we do not teach.

4. AS A RESULT OF YOUR EXPERIENCES THIS WEEK, WILL YOU DEVELOP STRATEGIES THAT HELP YOU BE A MORE EFFECTIVE TEACHER?
Results 100% = YES

Corey Chuhaloff-Horry-Astronomy 8: Yes! Inquiry strategies as well as engineering strategies!

Laura Ross- York Preparatory School- Physical Science 5: Already working on brainstorming with my ELA/SS partner to create integrated unites. So excited!

Debbie Bridgmon-Barnwell 45-Weather 6: Use of a journal is the biggest strategy I plan to incorporate this year.

Xandra Farmer-Richland 1-Life Science 6: I will develop and implement many new strategies. I expect to see growth in test scores and more students loving science.

Kristin Harms- Spartanburg Charter School-Astronomy 8: I am more comfortable using astronomy activities in an inquiry setting instead of simply presenting material.

Andrea Caulder- Darlington-Earth Science 3: I got a lot of ideas for incorporating Common Core Standards.

5. WOULD YOU RECOMMEND THIS PROGRAM TO YOUR PEERS?
Results 100% = YES

Erika Spradley Richland 1-Physical Science 5: I definitely will. This was a blast and very uplifting.

J. Paul Parker- Anderson 5-Astronomy 8 Without hesitation or reservation! THANKS!!

Debbie Bridgmon-Barnwell 45-Weather 6: You better believe it! I can't wait for another program that I will apply for!

Rebecca Thrall- Kershaw-Earth Science 3: Yes! I have… and will keep doing so!

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

The Institute's projected budget includes a 10% hold of funds to allow for possible EIA reductions. Should there be no mid-year cuts; funds will be applied towards purchasing science equipment and materials for participants' classrooms.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The main objectives of this program would remain the same:
The Science P.L.U.S. Institute at RMSC will improve student academic achievement by providing professional development opportunities for SC public school educators who teach science in grades 1 through 12.

If no additional EIA revenues are appropriated in FY 2014-2015, these measures will be taken to meet the projected budget:

1. Science P.L.U.S. would consider reducing the number of courses offered to teachers, limiting the impact on students, schools, and districts.
2. Teacher attendance would be adjusted depending upon grant appropriation.
3. Housing for out of town teachers could be adjusted according to reduction amounts, which could affect the attendance of the teachers who drive over an hour from the Center. (Housing goal has been 50% of all participants in past years.)
4. Materials given to the teachers would be further limited. The materials by far are the most valuable resources for teachers, not only do the materials impact the participating teacher's classroom, but impact the school and district through staff development and collaborative planning.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X__ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Carryover: Due to the Institute being held after July 1, funds were moved into FY 14 to cover the cost of personnel and housing. Carryover will be uploaded to supplies for participants.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	150, 000	503, 406
General Fund		
Lottery		
Fees		
Other Sources	1, 000	1,000
EIA Reduction		
Carry Forward from Prior Year	25,534.93	46,972.85
TOTAL:	**166,091.20**	**551,378.75**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	96,806.19*	181.829.54**
Contractual Services	21,012.88	76,406.41**
Supplies & Materials	57,931.96	288,142.80
Fixed Charges		
Travel	483.29	4,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Scholarship	1,000	1,000
Balance Remaining	14,391.82	0
TOTAL:	**190,626.14**	**551,378.75**
# FTES:	**1**	**1**

*Includes personnel costs for July 2012
** Includes personnel cost and contractual cost for July 2013

2013 Science P.L.U.S. Institute Evaluation

Class Title _____Name (optional): _____

PLEASE USE BLACK OR BLUE INK. Use the back of the sheet for additional remarks.

Item	Comments or Suggestions for Improvement
Instructor effectiveness	
Relevance of activities and subject matter to the SC Science Academic Standards for your grade	
What difference will the materials make in your classroom?	
How did you hear about Science P.L.U.S.?	

1. **Did this class increase your content knowledge** in the area studied?

2. As a result of this week's studies are **you more confident** in your ability to teach science?

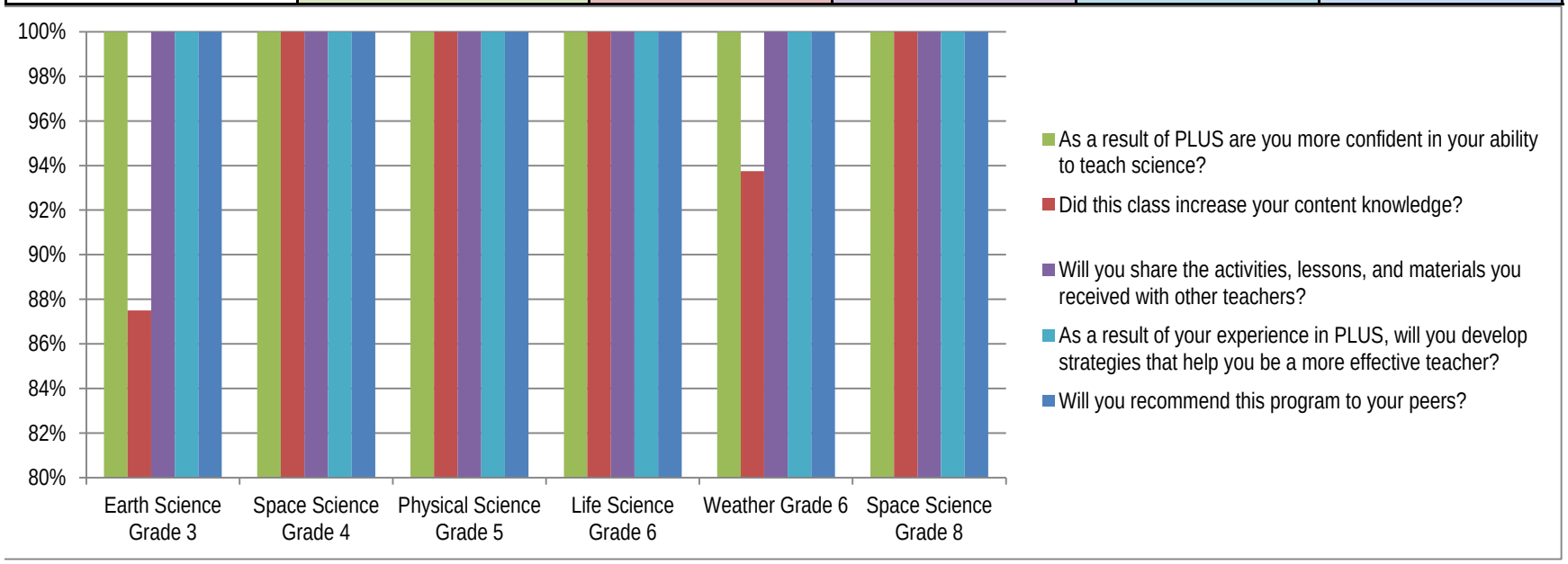
3. **Will you share** the activities, lessons, and materials you received at Xplore with other teachers in your school?

4. As a result of your experiences this week, **will you develop strategies** that help you be a more effective teacher?

5. **Will you recommend** this program to your peers?

2013 End of Course Evaluation Results

Class	As a result of PLUS are you more confident in your ability to teach science?	Did this class increase your content knowledge?	Will you share the activities, lessons, and materials you received with other teachers?	As a result of your experience in PLUS, will you develop strategies that help you be a more effective teacher?	Will you recommend this program to your peers?
Earth Science Grade 3	100%	88%	100%	100%	100%
Space Science Grade 4	100%	100%	100%	100%	100%
Physical Science Grade 5	100%	100%	100%	100%	100%
Life Science Grade 6	100%	100%	100%	100%	100%
Weather Grade 6	100%	94%	100%	100%	100%
Space Science Grade 8	100%	100%	100%	100%	100%



IMPACT OF THE ***SCIENCE P.L.U.S. INSTITUTE*** *SINCE 1993*

						ASSUMING EACH TEACHER HAS CONTACT WITH 30 STUDENTS PER YEAR																					
3	Hours per Course	YEAR	Teacher Contact hrs.	# TEACHERS	$ Amount to Teachers	School Year 1993-94	School Year 1994-95	School Year 1995-96	School Year 1996-97	School Year 1997-98	School Year 1998-99	School Year 1999-2000	School Year 2000-2001	School Year 2001-2002	School Year 2002-2003	School Year 2003-2004	School Year 2004-2005	School Year 2005-2006	School Year 2006-2007	School Year 2007-2008	School Year 2008-2009	School Year 2009-2010	School Year 2010-2011	School Year 2011-2012	School Year 2012-2013	School Year 2013-2014	TOTAL STUDENTS
4	45	**1993**	6,705	149	$74,500	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	4,470	93,870
5	45	**1994**	8,055	179	$89,500		5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	5,370	107,400
6	45	**1995**	8,100	180	$90,000			5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	5,400	102,600
7	45	**1996**	8,280	184	$92,000				5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	5,520	99,360
8	45	**1997**	5,805	129	$64,500					3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	65,790
9	30	**1998**	9,000	300	$150,000						9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	144,000
10	30	**1999**	8,400	280	$140,000							8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	126,000
11	30	**2000**	9,000	300	$150,000								9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	126,000
12	30	**2001**	8,400	280	$140,000									8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	8,400	109,200
13	30	**2002**	7,560	252	$126,000										7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	7,560	90,720
14	30	**2003**	5,880	196	$98,000											5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	64,680
15	30	**2004**	7,110	237	$118,500												7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	7,110	71,100
16	30	**2005**	7,770	259	$129,500													7,770	7,770	7,770	7,770	7,770	7,770	7,770	7,770	7,770	69,930
17	30	**2006**	6,210	207	$103,500														6,210	6,210	6,210	6,210	6,210	6,210	6,210	6,210	49,680
18	30	**2007**	6,240	208	$104,000															6,240	6,240	6,240	6,240	6,240	6,240	6,240	43,680
19	30	**2008**	6,240	208	$104,000																6,240	6,240	6,240	6,240	6,240	6,240	37,440
20	30	**2009**	4,950	165	$82,500																	4,950	4,950	4,950	4,950	4,950	24,750
21	30	**2010**	3,300	110	$88,000																		8,470	8,470	8,470	8,470	33,880
22	30	**2011**	2,850	95	$76,000																			7,315	7,315	7,315	21,945
23	30	**2012**	3,330	111	$55,500																				8,547	8,547	17,094
23	30	**2013**	2,880	96	$48,000																					7,392	7,392
24		**TOTAL**	**136,065**	**4125**	**$2,124,000**																						1,506,511

2

THE ACTUAL FIGURES ARE *DECREASED* BY:
***Teachers who teach smaller classes**
***Teachers who no longer teach science**

THEY ARE *INCREASED* BY:
***Teachers who teach science to multiple classes, such as middle school teachers or elementary science lab teachers**
2010-2012 student contacts increased due to number of Science PLUS middle school courses

SCIENCE P.L.U.S. INSTITUTE SUMMARY, 1993-2013

Line	Item	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002[a]	2003[a]	2004[a]	2005[b]	2006	2007	2008	2009[a]	2010[a]	2011	2012	2013
1	**EIA Grant Amount**	$200,000	$200,000	$200,000	$200,000	$200,000	$250,000	$250,000	$250,000	$250,000	$225,000	$238,653	$238,653	$280,811	$250,000	$250,000	$250,000	$216,457	$175,000	$175,000	$150,000	**$150,000**
2	**Other Funding**	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	None	$1025[c]	$1025[c]	$1,000	**$1,000**
3	**# of Year-Round Staff (FT/PT)**	0	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 PT	1 FT, 1 Temp	1 FT, 1 Temp	**1 FT, 1 Temp**
4	**# Unpaid Instructional Staff Positions**	5	24	24	28	8	7	6	10	10	12	8	12	5	6	3	3	4	4	4	3	**0**
5	**# Paid Instructional Staff Positions**	15	16	16	22	38	33	34	30	30	24	20	22	29	21	23	23	15	10	8	11	**12**
6	**# Paid Assistants Positions**	10	8	12	18	12	20	20	20	19	18	10	12	14	10	539.25 hours paid	341.75 hours paid	339.75 hours paid	187 hours paid	235 hours paid	182.75 hours paid	**389**
7	**% Budget in Personnel Costs**	13.99%	20.47%	20.84%	22.09%	33.18%	30.48%	32.53%	30.33%	31.40%	32.32%	29.96%	36.34%	39.13%	41.04%	44.71%	43.28%	49.62%	45%	38%	44%	**42%**
8	**# of Groups; size of groups**	10 groups of 15; 1 vacancy	12 groups of 15; 1 vacancy	12 groups of 15	6 groups of 14; 4 groups of 15; 2 groups of 20	6 groups of 14; 3 groups of 15	20 groups of 15	20 groups of 14	20 groups of 15	20 groups of 14	18 groups of 14	14 groups of 14	17 groups of 14	17 groups of 14-16	13 groups of 15-16	13 groups of 16	13 groups of 16	11 groups of 15	7 groups of 15-16	6 groups of 15-16	6 groups of 16; 1 group of 15	**6 groups of 16**
9	**# of Different Subjects Offered**	2	12	12	13*	13*	9	8	13	17	16	11	14	14	12	12	12	11	7	6	7	**6**
10	**Grades Served**	1-6	1-8	1-8	1-8	1-8	1-8	1-8	1-8	1-12	1-12	1-5	1-8	1-8	1-8	1-8	1-8	1-8	3-8	3-8	3-8	**3-8**
11	**Institute Format (Grade Level Grouping)**	1-6	1-4; 5-8	1-4; 5-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 6-8	1-2; 3-5; 8-12 and single grade levels	1-2; 8-12; and single grade levels	1-2, 3-4 Life Sci, and single grade levels through 5	1-2, 3-4 Life Sci, and single grade levels through 8	1-2, 3-4 Life Sci, and single grade levels through 8	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels through Grade 8; 2 classes of Grades 1-2 Science PLUS Math	Single grade levels 1 - 8	Single grade levels 3 - 8	Single grade levels 3 - 8	1 4-6 Weather; single grade levels 3-8	**Single grade levels 3-8**
12	**Institute Format (Weeks Attending)**	2	2	2	2, except Grades 1-2, who attended 1 week		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	**1**
13	**Graduate Credit Offered Through Furman**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	**Yes**
14	**% of Teachers Taking Graduate Credit**	3 hours graduate credit paid by the Institute for all participants					63.33%	61.79%	60.00%	46.43%	44.44%	34.69%	35.02%	30.80%	30.92%	23.08%	25.48%	22.00%	10.91%	18%	16%	**13%**
15	**Recertification Credit Offered**	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	No	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	District Points Systems in effect	**District Points Systems in effect**
16	**# Teachers Attending**	149	179	180	184	129	300	280	300	280	252	196	237	259	207	208	208	165	110	95	111	**96**
17	**Teacher Contact Hours this year**	6,705	8,055	8,100	7,680	5,385	9,000	8,400	9,000	8,400	7,560	5,880	7,110	7,770	6,210	6,240	6,240	4,950	3,300	2,850	3,330	**2,880**
18	**Projected Teacher Contact Hours**	6,705	14,760	22,860	30,540	35,925	44,925	53,325	62,325	70,725	78,285	84,165	91,275	99,045	105,255	111,495	117,735	122,685	125,985	128,835	132,165	**135,045**

Notes on the items above, by line:

2	**There is no funding for this program other than the EIA Grant. The Institute does not charge fees or generate income of any type.**
3	The only full-time staff person for this program is the Institute coordinator.
4	Twelve-month employees of the School District of Greenville County are not paid any additional salary for teaching in the Institute.
5	Teachers on a 9-1/2 month contract are paid for teaching or assisting with the Science P.L.U.S. program.
5	Over the years, the plan has evolved from having one instructor and a non-teaching assistant for each class to more of a team-teaching approach. This insures a back-up if something happens to the primary instructor.
7	For 2005: 2% COLA for coordinators; 5% increase in professional staff salary (first increase since 1997) and increase in the # of professional staff paid.
9*	In 1996 and 1997, Grades 3-5 teachers studied 3 days of 3 different subjects, plus an inquiry day.
12	From 1993 until 1998, most teachers attended two weeks of instruction, representing at least two subject areas, not necessarily related. In 1998, the Institute changed to a one-week format for all teachers. This has made it possible to serve many more teachers each year, and will also enable teachers to return for a course they did not study previously.
15	The disadvantage of the one-week format is not having enough contact hours to offer recertification credit in a 3-hour increment. Teachers may take the Institute course for two hours of non-degree graduate credit.
	[a]Budget amounts for these years were reduced by state budget cuts
	[b] 2005 budget amount includes refund from the state of $30,811 from previous holdback
	[c]2010 A Scholarship fund was created in honor of Linda Pendergrass who served Science P.L.U.S. for 16 years.

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Centers of Excellence

Current Fiscal Year: **2013-14**

Current EIA Appropriation: **$**887,526

Name of Person Completing Survey and to whom EOC members may request additional information:

Paula A. Gregg, Ph.D.

Mailing Address:

SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Telephone Number:

803-737-2246

E-mail:

pgregg@che.sc.gov

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

X was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SC Code of Laws SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

The Commission on Higher Education, in consultation with the State Board of Education, may contract with selected public or private colleges and universities, or groupings of such institutions, to provide centers of excellence in programs designed to train teachers. The Commission shall devise guidelines and procedures by which institutions, or groups of institutions, may apply for such contracts by the Commission. Such guidelines and procedures shall include participation by local schools or school districts in such programs as may be appropriate. Funds for implementing this activity shall be appropriated annually to the Commission on Higher Education which, in consultation with the State Board of Education, shall monitor the performance of participating institutions and may or may not elect to renew such contracts to any original college or university.

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

FY 2013-14 Appropriations Act. Funds for the EIA-funded Centers of Excellence are appropriated to the SC State Department of Education (SDE) and transferred to CHE to be expended for the purposes of the program. Prior to FY 2012-13, program funds were included in both SDE and CHE's Part 1A funds. A change was made in FY 2012-13 to reflect the EIA funds only in SDE's budget and have SDE transfer the funds and authorization to CHE for the program. For FY 2013-14, program funds were level with FY

2012-13 appropriations. There continues to be included in the program appropriations an allocation that formerly flowed directly from SDE to Francis Marion University but was redirected to CHE through the Centers of Excellence program for the purposes of continuation of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty. Part 1A line item funds and relevant Part 1B provisos follow.

FY 2013-14 Appropriations Act, Part 1A

South Carolina Department of Education (H63)

XII. Education Improvement Act, F. Partnerships, 2. Other Agencies and Entities, Ctrs of Excellence (H03) $887,526

FY 2013-14 Appropriations Act, Part 1B Provisos:

1A.10. (SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities.

1A.37. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Regulation(s):

NA

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

X Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Two Centers, one at Clemson and the other at USC Aiken, reached the end of their grant funding under the program at the end of FY 2012-13. Presently, four Centers are funded under the CHE program as of FY 2013-14. Of the Centers funded as of FY 2013-14, one Center (Newberry College) was funded initially in FY 2010-11 to work with professional development in training teachers as mentors to assist with the retention of new teachers and one was funded initially in FY 2011-12 at Claflin University to work with professional development in training teachers to work with English Language Learners (ELL). A new Center focused on STEM education at The Citadel was recommended for funding for FY 2012-13, but due to program funding levels was deferred until FY 2013-14. . In addition to The Citadel STEM Center coming online in FY 2013-14, a new center at Anderson University was also recommended for funding.

Current annual objectives, data sources, and results for each Center are summarized in the chart below for the four Centers operating in FY 2012-13. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required from each Center. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives. An external evaluator for each Center submits a final evaluation report on the success of the individual Centers meeting the goals and objectives.

The table below reflects the overall objectives of the Centers of Excellence program and the cumulative results of each of the currently funded Centers.

Program: Centers of Excellence **FY 2012-13** **Goals and Objectives of Project**

Program Objectives for 2012-13	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2012-13 focused teacher effectiveness in low performing schools.	Request for Proposals for FY 2012-13 and competitive selection of one Center focusing on low performing schools and districts.	One center at The Citadel was recommended for funding for FY 2012-13 with a focus on professional development for teachers in STEM disciplines This center wasn't funded due to budgetary restrictions in FY 2012-13.
Fund two new Centers of Excellence for FY 2013-14 focused on low performing	Request for Proposals for FY 2013-14 and competitive selection of	**Two** new centers recommended and funded FY 2013-14 focusing on STEM disciplines (The Citadel) and Mobile Learning (Anderson

Program Objectives for 2012-13	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
schools and districts to enhance teacher practice and student achievement.	two Centers focusing on low performing schools and districts.	University).
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE. Site visits by CHE personnel.	**146** pre-service students participated in Center activities: courses, research, study groups. Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE. Site visits by CHE personnel.	**8 higher education** faculty from the participating **4** institutions participated in Center activities: courses and/or instructional activities, workshops, seminars, conferences, etc. Higher education faculty participated as instructors, guest lecturers, and attendees at conferences. Teacher education programs were impacted through the re-design of programs and/or the addition of new courses for both pre-service and in-service teachers. Courses/ workshops/conferences offered to pre-service teachers and higher education faculty (standards-based); evaluation of activities indicate pre-service teachers and higher education faculty satisfied with course content and/or professional development..
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE. Site visits by CHE personnel.	**45** in-service activities occurred; **831** teachers were served at **50** schools in **13** districts. Courses/workshops offered to school personnel were standards-based. Two Centers (Newberry and Clemson) offered a statewide conference where teachers in K-12 and higher education participated in professional development in STEM and Teacher Retention topics. Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.

Program Objectives for 2012-13	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
		Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports for each Center are provided in appendices for each of the funded projects for FY 2012-13.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers presented findings at state and national meetings and in publications with **29** presentations. Centers maintain a web site and, if appropriate, publish results of research.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE. Site visits by CHE personnel.	All but one Center (new Center at Claflin University) maintains web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters. Two Centers (Newberry College and Clemson University) offered a statewide conference that was open to K-16 personnel.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports attached in appendices.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The chart in Question #3 for FY 2012-13 indicates the objectives for the overall program, the source of the data for each objective and the summary results for the four Centers funded during fiscal year 2012-13. Results show that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education. There is less work in providing professional development for higher education faculty on a regular basis. However, two Centers (Newberry College and Clemson University) received additional support to host statewide conferences related to STEM disciplines and new teacher retention where faculty from both k-12 and higher education attended.

Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email, face-to-face meetings, and telephone. Technical assistance was provided in FY 2012-13 for institutions through a general meeting at CHE and individual face-to-face meetings for those interested in submitting a proposal for a Center of Excellence for FY 2013-14. Plans for FY 2013-14 include a required technical assistance training session for any institution interested in submitting a proposal for the FY 2014-15 project year. CHE staff, in collaboration with the Education Oversight Committee, will accept grant proposals in FY 2014-15 that are designed to transform the high school experience to create a college-going and career readiness culture in high school that prepares students for success in postsecondary education and employment. The proposed Center will leverage the work completed by the South Carolina Course Alignment Project and other College and Career Readiness and P-20 initiatives to develop innovative practices; make specific, targeted curriculum changes; and provide policy suggestions.

CHE staff continues meeting with Project Directors from the projects currently receiving funds as well as active Centers that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities. CHE staff conducts site visits to activities provided by Centers currently receiving funding and continues to attend activities at other Centers when they have been notified of the activities.

As a result of these meetings, several Centers have begun collaboration on joint projects between institutions and Centers beginning in FY 2008-09. For example, staff members from the Center of Excellence for Adolescent Literacy and Learning at Clemson University assisted with professional development workshops with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching at USC-Aiken. In addition, the Center of Excellence for Working with Children of Poverty at Francis Marion University has conducted several workshops at the Center of Excellence to Retain and Empower Teachers though Action, Innovation, and Networking at Newberry College. The newest recommended Center of Excellence in STEM at The Citadel is collaborating with the Center of Excellence in Math and Science Education at Clemson University to begin professional development activities.

The Centers are monitored by CHE staff through the on-site visits, face-to-face meetings, telephone calls, email and review of an Interim and a Final Report. CHE staff met individually with each project director on-site a minimum of two times during FY 2012-13.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of

students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

Centers of Excellence FY 2012-13 Products and Services

Institution	Center Name	Web Site	Products and Services
Claflin University	Center of Excellence in English Language Learners Professional Development YEAR 2 of 5	NA	• The ELL Center held *ELL Center Grand-Opening* on October 4, 2012 in an effort of accomplishing the project goals and objectives, outreaching to the school districts, soliciting the in-service teacher participants, and making the ELL Center well known to school communities. • The ELL Center completed 40 hours' professional development training activities for the 48 participating in-service teachers with the ELL Center Certification issued to these teachers. These 40 hours' training were conducted through TESOL, STEM-Math, and Diversity training workshops held through the year in the fall, winter, spring and summer training.

Institution	Center Name	Web Site	Products and Services
USC-Aiken	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching YEAR 5 of 5	http://rpsec.usca.edu/CE-MIST	• CE-MIST teachers were able to enroll in a graduate course during the summer 2013. • CE-MIST teachers participated in an institute held at USCA. • A series of workshops were held at the local schools during the academic year. • 54 pre-service teachers participated in this program. Multiple visits for students were provided beginning in year 2. Preservice teachers participated in expanded programs with middle-level students. School-based enrichment activates began during year two. • Ruth Patrick Science Education Center (RPSEC) staff and pre-service teachers went to the schools to deliver hands-on programs. Aspects of the professional development activities include strategies designed to address specifically students scoring below basic. Programs for students at the partnering schools were provided beginning in year 1. Programs were expanded (A2) beginning in year 2. School based programs (A3) were provided in year 3. • CHE funding for the trunks was cut during year one. External funding was secured so that the trunks could be developed.
Newberry College	Center of Excellence to Retain and Empower Teachers through action, Innovation, and Networking (RETAIN) Year 3 of 5	http://www.retainsctteachers.org/	• GROW Coaching • GROW Symposium • *Mentoring Program (*RETAIN Mentors, PACE Mentors) • Position Papers • Action Research Mini-Grants • *New Teacher Induction Symposium* • RETAIN website • Facebook Page

Institution	Center Name	Web Site	Products and Services
Clemson University	Center of Excellence for Inquiry in Mathematics and Science (CEIMS) YEAR 5 of 5	http://iim-web.clemson.edu/?page_id=182	• Center conducted PDI-1 with math and science teachers from the following middle schools during the past 5 years: Hugh, Beck, Seneca, Tanglewood, Southwood, Lakeside, Robert Anderson, Palmetto, Walhalla, and McCants. • Center conducted four scheduled follow-up sessions during the academic year with the previous group of participants. • Updates were made to the website throughout the year, though the site is fully operational and has been met with great enthusiasm by the teachers. • Center implemented PDI-2. • Conference held for all math and science teacher educators and teacher leaders in SC to discuss the next steps that need to be taken as the state moves forward with new math and science standards. More than 250 participants were involved.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Please see charts in Questions 3 (overall results of the program) and 5 (results for individual Centers) for outcomes and results. In addition, copies of the External Evaluator's reports for each of the Centers are included in Appendices. A map is included in Appendix E showing the schools that have participated in activities supported by currently funded and active Centers of Excellence in FY 2012-13.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

While a formal overall evaluation of the program hasn't been conducted since 1993-94, each Center must hire external evaluators to collect data and report on how well the Centers are meeting their individual goals and objectives. Given budget constraints, 1993-1994 was the last year an external reviewer was hired by CHE to conduct an overall assessment of the Centers of Excellence program. The external evaluator submits an annual evaluation report to CHE and these reports are included in the

appendices A, B, C, and D. CHE staff conducts ongoing internal evaluations through on-site visits, telephone calls, emails, Interim Reports, Continuation Requests, Final Reports and holds annual meetings of the project directors.

Has an evaluation ever been conducted?

_x__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The last external review of the Centers of Excellence program was conducted by Dr. Robert Shoenberg, an education consultant from Maryland in March 1993. The purpose of the Centers at that time was to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation. The consultant's conclusion was:

> The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff took steps to address the consultant's recommendations for improving the program by incorporating them into the 1994-95 guidelines, as well as the review process. The steps taken since 1994-95 have greatly strengthened the program.

- The Commission supports only those Centers whose goals are closely aligned with major State policy or program initiatives. CHE staff consults on a regular basis with representatives from the Education Oversight Committee (EOC), the South Carolina Department of Education, and the South Carolina Education Deans Alliance for funding priorities for Centers.
- A four-year goal of achieving statewide, as opposed to regional and national, resources and leadership status was established after the 1993-94 review was conducted. Centers are now funded on a five-year basis and CHE staff monitors the Centers and make recommendations to ensure professional development is provided for teachers beyond the local school district in years 3-5.
- CHE staff actively promotes the programs and leadership role of the Centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible. CHE staff attends local, regional, and statewide K-12 meetings to stay abreast of current trends and issues and to promote the active Centers.
- CHE staff communicates on a regular basis with Center directors to share program successes and problems and to develop collaborative activities to promote the work of the Centers throughout the State. CHE staff attend site visits a minimum of three times a year (summer, fall, spring) as time and scheduled activities allow. Continued progress is monitored through email, text messages, telephone conversations, and shared file folders in Drop Box.
- Applications for funding of future Centers and for continued funding for ongoing Centers are required to include a systematic plan for developing an influential constituency for the Center.

- Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within five-years. CHE staff monitors active Centers by attending professional development activities, meetings, and symposiums when available. Annual meetings are scheduled with all Center directors on an annual basis as funding allows to discuss collaboration opportunities and to share ideas for making the Centers a more state-wide initiative.
- Review panels for new Centers are required to look for evidence that the proposed Centers will have strong support within the unit in which they are housed. Institutional leaders (presidents, provosts, deans) are invited and encouraged to attend the review panel meetings to answer questions about the proposed Centers.
- Review panels for new Centers are required to look for evidence that the proposed Center director has a good sense of the non-programmatic aspects of the director's role. Recent review panel members consist of a majority of current and past Center directors to assist with the review of proposed Centers.
- Institutions sponsoring new Centers are required to maintain support for proposed Centers for at least six years, one year beyond the five-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new Center until the six-year period has expired.

In view of the steps taken during the past few years to strengthen the program, the compelling need to reform teacher education programs to correspond with K-12 education reforms, and the number of fundable proposals that have been received in the past two years, it is strongly recommended that in FY 2013-14, sufficient funds be approved for the Centers of Excellence program such that one Center be awarded, if merited.

Since this external evaluation, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____Yes

_x_ _ No

If no, why not?

We have been unable to locate the original document. There have been four (4) different program managers for the Centers of Excellence grant program at CHE since this evaluation was conducted. Summary results from this evaluation were included in the CHE's annual report to EOC in October 2011. The external evaluation reports from each of the Centers are now included in the annual report to EOC. Staff at the Commission plan to identify an external, independent evaluator to conduct an evaluation of the overall Centers of Excellence program in FY 2014-15and to use the results to inform future decisions about the program.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Any reductions in funding for FY 2013-14 would be applied in the same manner as described for FY 2012-13.

Each Center receiving EIA funding for FY 2013-14 would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program manager at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program manager to the institutions and school district sites and the annual meeting with project directors may be cancelled. If CHE received 10% or more in funding reductions, it would not be possible to request proposals for a new center in FY 2014-15 and no new project would be funded for a Center that would focus on College and Career Readiness.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

No new Centers would be funded. There are four Centers that would continue to receive funds depending on the year of funding (100% in year 1, 90% in year 2, and 75% in years 3-5), but their expected award amount may be decreased

Monitoring of project activities through travel to schools/districts and the institutions would be limited and the annual project director conference may be terminated.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

___ The same as appropriated in the current fiscal year's appropriation

__X_ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$__250,000_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

We are asking for an increase of $250,000 in order to fund a new Center that will focus on College and Career Readiness for 2014-15. The goal of this Center will be to transform the high school experience to create a college-going and career readiness culture in high school that prepares students for postsecondary education and the world of work. Unlike past Centers, it is recommended that the proposed Center be funded for five to seven years and will leverage the work of the South Carolina Course Alignment Project and other college and career Readiness and P-20 initiatives; be informed by the work of Dr. David Conley, founder, chief executive officer, and chief strategy officer of the Educational Policy Improvement Center (EPIC) and leader in the field of college and career readiness, in developing innovative practices; make specific, targeted curriculum changes; and provide policy suggestions to ensure a more seamless transition for students from K-12 to college and employment. The Center will focus on foundational content knowledge, cognitive strategies, and learning skills that will provide students with maximum flexibility after graduating from high school. As such, the Center will provide training and professional development activities in order to establish a college and career ready culture in schools and communities while aligning courses to college and career readiness standards. The goal of the new Center will be a partnership between at least one research institution, one comprehensive teaching institution, one technical college, and one school district, and must be able to demonstrate business and industry support. The Commission on Higher Education, in consultation with the Education Oversight Committee, will select an independent, external evaluator for this Center.

Goals, objectives, and effectiveness measures of the proposed Center of Excellence for College and Career Readiness should include, but not be limited to the following:

Goals	Objectives	Effectiveness Measures
I. Implement college and career readiness standards.	1. Adopt a statewide definition of college and career readiness and implementation plan to improve student preparation. 2. College instructors review college and career readiness standards and identify which are necessary for success in their courses and disseminate this information to high school instructors in order to improve student preparation in high school. 3. Provide detailed specification of the content and skills necessary for college and career readiness to both secondary and postsecondary faculty. 4. Provide high quality professional development to teachers and districts. 5. Develop assignments and assessments (i.e., extended performance tasks, extended essays, inquiry-based projects, and other more complex assessments of deeper learning) that incorporate Dr. David Conley's Four Keys to College and Career Readiness and are based on foundational academic content shared by college and career expectations that allow students to demonstrate the speaking and listening skills; ability to collect, read, analyze, and interpret informational texts; ability to formulate problem; mathematical reasoning and problem solving skills; communicate	I.1, I.2, I.3 - Use multiple measures for accountability and to determine college and career readiness (i.e., design and assess the full range of competencies associated with college and career readiness and move beyond standardized test scores to include readiness indicators across a range of skills). I.4 - Evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. I.5 - Measure number of assignments and assessments developed and disseminated to high school instructors and determine their impact on student learning and achievement. I.6 - Measure the effectiveness of the courses developed to address this lack of preparation using a variety of methods.

Goals	Objectives	Effectiveness Measures
	through a variety of methods; and work with precision and accuracy. Such assignments should encourage behaviors needed to be successful in college and employment settings: study skills, time management, persistence, ownership of learning, etc. 6. Develop appropriate senior year transition courses for those students who are identified as not being college and career ready to address and remedy the lack of preparation.	
II. Create a college-going and career readiness culture in high school to better prepare students for success in college and employment.	1. Improve high school graduation rates. 2. Increase opportunities for earning college credit in high school (i.e., increase opportunities to complete AP and IB courses and for dual enrollment, including both courses required for associate's and bachelor's degrees and those associated with career certificates. 3. Construct connections between high school and college coursework that will help reduce curriculum redundancy and improve alignment of expectations by implementing the paired course model developed the by the South Carolina Course Alignment Project (i.e., use the best practices document and other resources developed by the Project to accomplish the original intent by taking it statewide). 4. Increase the college	II.1 - Measure high school graduation rates. II.2 - Measure number of students enrolled in AP and IB courses, number students who complete AP exams with a score of 3 or higher, and number of students who complete IB exams with a score of 4 or higher. II.2 - Measure the number of credits earned for successful completion of AP and IB coursework and exams. II.2 - Measure the number of dual enrollment courses offered. II.3 - Measure effectiveness of implementing paired/aligned courses statewide. II.4 - Measure the number of students who enroll in college. II.5 - Measure the number of students enrolled in remedial education.

Goals	Objectives	Effectiveness Measures
	enrollment rate. 5. Increased proportion of South Carolina high school graduates who go on immediately to some form of postsecondary education without the need for remediation. 6. Improve college retention and graduation rates. 7. Provide high quality professional development to teachers and districts.	II.6 - Measure college retention (freshman to sophomore) and graduation rates. II.7 - Evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement.

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$887,526	$887,526
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	$887,526	$887,526

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	$29,357	$29,357
Contractual Services	807	600
Supplies & Materials	1,873	1,393
Fixed Charges	2,472	1,837
Travel	4,798	3,567
Equipment	0	0
Employer Contributions	8,356	8,356
Allocations to Districts/Schools/Agencies/Entities	838,878	842,416
Other: Transfers		
Balance Remaining	986	0
TOTAL:	**$887,526**	**$887,526**
# FTES:	**0.38**	**0.38**

Appendix A

Center of Excellence for English Language Learners

Fiscal Year 2 Evaluation Report

CLAFLIN UNIVERSITY

2012-2013

Evaluator: Dr. Tina Marshall-Bradley

Center of Excellence for English Language Learners

Fiscal Year 2 Evaluation Report

Introduction

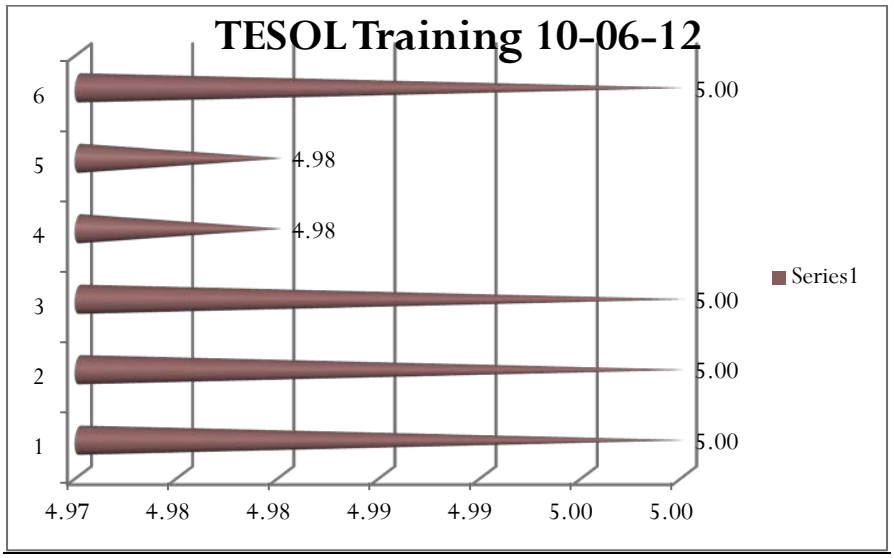
The Center of Excellence for English Language Learners (ELL) at Claflin University is designed to provide inservice educators with the skills to meet the needs of ELL student s. According to Genesee; et. al. (2006) the number of students from non-English speaking backgrounds has risen dramatically. They represent the fastest growing segment of the student population in the United States by a wide margin. From the 1991-1992 school year through 2001-2002, the number of identified students with limited English proficiency in public schools (K-12) grew 95 percent while total enrollment increased by only 12 percent. In 2001-2002, over 4.7 million school-aged children were identified as English Language Learners, almost 10 percent of the K-12 public school population (National Clearinghouse for English Language Acquisition, 2003). The increase in ELLs in South Carolina between 1997-1998 and 2007-2008 was 827.9% (Yin, 2011). Most educator preparation programs do not provide the type of training that a teacher would need to address the needs of ELLs. Given the growing number of ELLs in the state of South Carolina, the Center of Excellence for English Language Learners was developed to increase the academic performance of ELLs by providing training to a select group of inservice educators.

In the first part of the project the outcomes were to improve L2 theoretical knowledge and teaching strategies of participants as well as the Ell students' achievements to ensure the program effectiveness. The second phase of the project was to continue to improve the skills of inservice teachers. The measurable outcome for Phase II is that 95% of teacher participants will have increased basics of L2 theories and teaching strategies to work with ELLs measured by the use of a pre-test and a post-test. Phase II of the project involved inservice teachers improving skills related to issues associated with working with ELLs. During Phase II between thirty-seven (37) and forty-one (41) teachers in the targeted districts participated in a series of workshops focused on understanding the educational needs of ELLs, L2 theoretical concepts, and working with ELLs in the STEM (science, technology, engineering and mathematics) areas. Participants participated in on-going workshops during the fall of 2012 and spring of 2013 and 3 workshops were held during the summer of 2013. The evaluation report for Phase II of the project will focus on data collected regarding the perceptions teachers had about the training they received as well as knowledge that they acquired as a result of participating in the training.

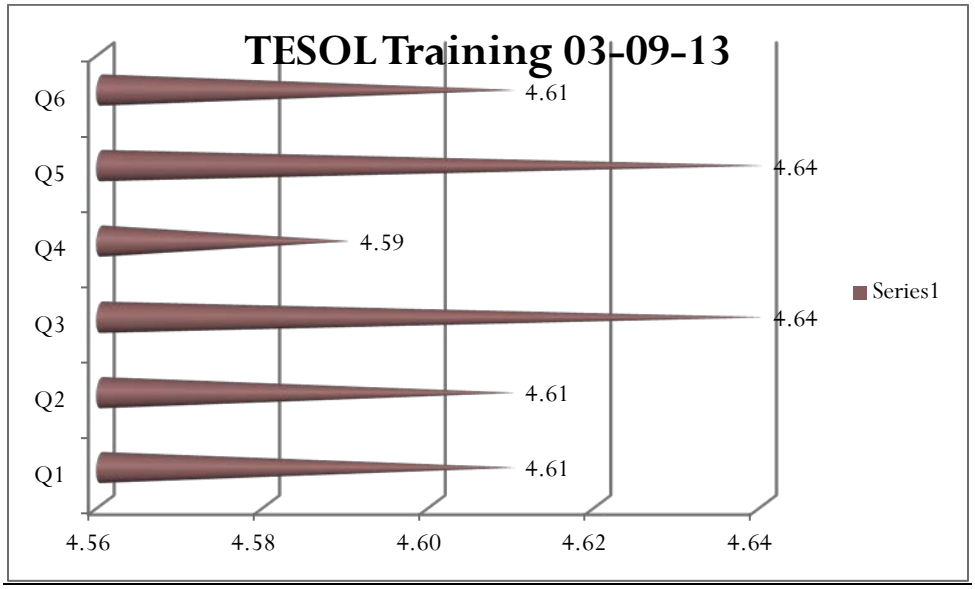
Fall 2012 and Spring 2013

In the fall of 2012 and the spring of 2013 inservice teachers participated in on-going workshop sessions. Participants built on their knowledge of L2 theories and acquired additional instructional strategies for working with ELLs. Participants engaged in training that focused on working with ELLs by learning about pedagogical strategies in the classroom. Workshops focused on cultural issues that need to be considered when working with ELLs. The workshops made the connection between language and culture and focused on developing an understanding of the way that culture is manifested through clothing and decoration, housing, time orientation, spatial orientation and values.

On October 6, 2012 forty-eight (48) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=5.00); (2) the presenter was knowledgeable (4.98); (3) the presenter effectively used examples to explain concepts (M=4.98); (4) the presenter was clear and understandable (M=5.00); (5) participating in this workshop was easy and convenient (M=5.00) and (6) the information receive during the workshop was beneficial (M=5.00).



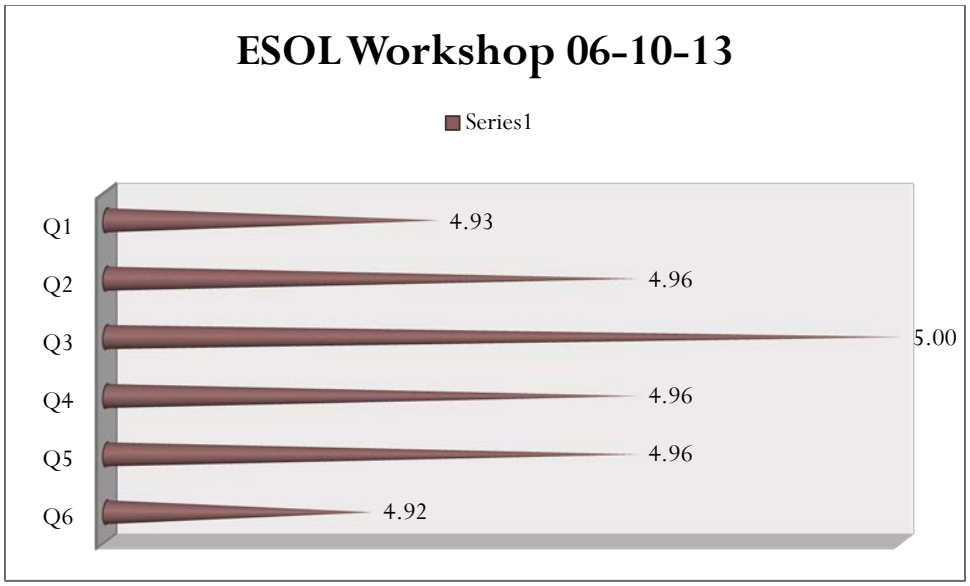
On March 9, 2013 forty (40) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.61); (2) the presenter was knowledgeable (4.61); (3) the presenter effectively used examples to explain concepts (M=4.64); (4) the presenter was clear and understandable (M=4.59); (5) participating in this workshop was easy and convenient (M=4.64) and (6) the information receive during the workshop was beneficial (M=4.61).



Summer 2013

In the summer of 2013 inservice teachers participated in four workshop sessions. Participants built on their knowledge of L2 theories and acquired additional instructional strategies for working with ELLs. Participants continued to engage in training that focused on working with ELLs in context. Workshops focused on cultural issues that need to be considered when working with ELLs. The workshops made the connection between language and culture and focused on developing an understanding of the way that culture is manifested through clothing and decoration, housing, time orientation, spatial orientation and values.

On June 10, 2013 forty-one (41) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.93); (2) the presenter was knowledgeable (4.96); (3) the presenter effectively used examples to explain concepts (M=5.00); (4) the presenter was clear and understandable (M=4.96); (5) participating in this workshop was easy and convenient (M=4.96) and (6) the information receive during the workshop was beneficial (M=4.92).



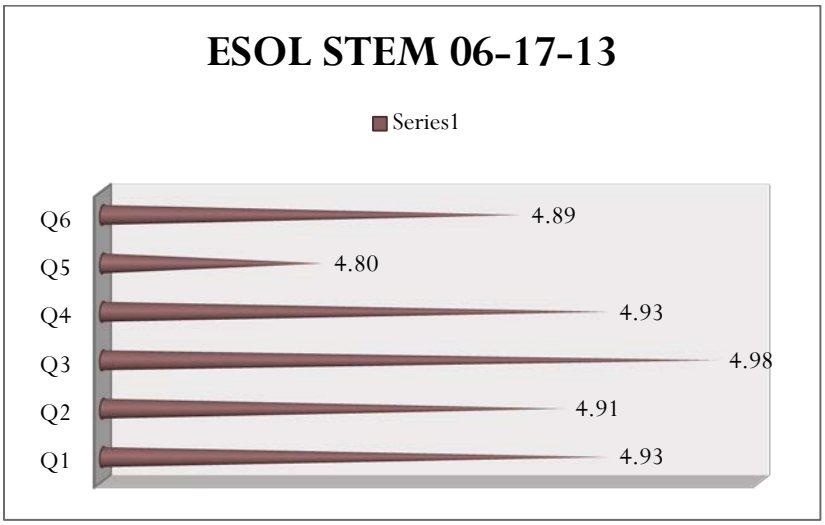
On June 11, 2013 forty (40) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=5.00); (2) the presenter was knowledgeable (4.93); (3) the presenter effectively used examples to explain concepts (M=5.00); (4) the presenter was clear and understandable (M=4.93); (5) participating in this workshop was easy and convenient (M=4.93) and (6) the information receive during the workshop was beneficial (M=4.93).

On June 12, 2013 thirty-seven (37) participants completed surveys regarding their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.94); (2) the presenter was knowledgeable (4.97); (3) the presenter effectively used examples to explain concepts (M=4.84); (4) the presenter was clear and understandable (M=4.97); (5) participating in this workshop was easy and convenient (M=4.94) and (6) the information receive during the workshop was beneficial (M=4.97).

STEM Emphasis

The summer workshops continued with participants being given extended training on working with ELLs in the STEM areas. Two sessions were designed specifically to work on science, technology, engineering and mathematics (STEM) areas.

On June 17, 2012, 28 participants completed surveys indicating their perception of the workshop. All participants agreed or strongly agreed that (1) the workshop improved their knowledge of the topic (M=4.93); (2) the presenter was knowledgeable (4.91); (3) the presenter effectively used examples to explain concepts (M=4.98); (4) the presenter was clear and understandable (M=4.93); (5) participating in this workshop was easy and convenient (M=4.80) and (6) the information receive during the workshop was beneficial (M=4.89).



Participant comments regarding the Phase II the summer training were as follows:

- Great training. I must say the ELL trainings are very organized
- Great training
- Especially helpful was learning the academic expectations
- Great presentation
- We need a few breaks along the way
- Making us aware of cultural differences is so important in communicating with parents and students
- Very good organization of training
- The presenter was very helpful and provided very useful information
- Very informative session; great review.
- Very informative; enjoyed it
- This is a wonderful program that helped me a lot to teach my ELL students
- The presenter is very knowledgeable and very helpful

In addition to perception data, participants were administered a pre and posttest in October 2012 that covered the content of the training program. Prior to the Fall training session 39 participants were asked to answer five questions regarding information related to working with ELLs. At the conclusion of the Summer training participants were given a post-assessment with the same set of questions. The program participants scored an average of 2.85 on the pre-test. After participating in the workshop the average score for program participants was 12.30 with no participant failing the post-assessment. The increase from the pre-assessment scores to the post-assessment scores is

78.79% based on their understanding of L2 theories and teaching strategies based on the pre-test and post-test that were administered.

	Accumulative Scores	**Average Scores**	**Lowest Score**	**Highest Score**
Pre-assessments	287	2.85	3	11
Post-assessment	480	12.30	5	14

Conclusion

At the end of Phase II, the project continued the development of strategies by providing 35 hours of L2 acquisition training and teaching strategies for ELLs to a total of 41 educators who had started developing skills through prior training in the previous year. The second phase of the project provided educators with contemporary training on working with ELLs. Perception data were collected from participants regarding information acquired from the workshop. Data from program participants indicated that teachers felt that the information presented continues to provide useful informative that they will use in their classrooms. Additionally, participants increased their understanding of L2 language acquisition by 78.79% based on the results of the difference between their performance on a pre-assessment as compared to their results on a post-assessment measuring the same competencies.

In the next phase of the project special attention will need to be given to (1) data from teachers on ELLs in their class, and (2) the extent to which the applied strategies can be linked to improved learning outcomes for ELL students in participants' classrooms. This will be determined by Expert-Field-Observation assessment data completed by TESOL specialists in participants' classrooms and Peer-Observation assessment data completed by teams of teachers working in the same district.

References

Genesee, F., Lindholm-Leary, K., Saunders, W., and Christan, D. (2006) *Educating English Language Learners: A Synthesis of Research Evidence.* Cambridge: Cambridge University Press.

National Clearinghouse for English Language Acquisition, 2003

Appendix B

Clemson University
CENTER OF EXCELLENCE FOR INQUIRY IN MATHEMATICS AND SCIENCE

Inquiry in Motion
Transforming K-12 science and mathematics education

Project Directors

Dr. Robert Horton and Dr. Jeff Marshall

funded through the

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

CENTERS OF EXCELLENCE PROGRAM

EDUCATION IMPROVEMENT ACT OF 1984

Year Five (2012-13)

And

Final (2008-2013)

External Evaluation Report

August 2013

By

Dr. Michael O. Rischbieter

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Executive Summary

This report will summarize the activities related to the 5th year (2012-2013) of the South Carolina CHE grant awarded to the Center of Excellence for Inquiry in Mathematics and Science (CEIMS) at Clemson University in 2008, as well as to provide a final report and analysis of the five year program in summary. The first 2 years of the program were evaluated by Palmetto Educational Consultants. Dr. Rischbieter took over half way through the 2010-11FY as the external evaluator.

The overall goals and objectives of the five year grant remained constant throughout the grant period, and are as follows:

Goal A: Increase the number of highly qualified middle school mathematics and science teachers.

Objective A1: Create, implement and disseminate a model undergraduate program for middle school mathematics and science teacher education.

Objective A2: Modify existing Clemson pre-service programs in the following manner:

- Adapt B.S. programs in secondary Mathematics and Science Teaching to provide certification in both middle and secondary grades.
- Change the Elementary Education program to allow students to become middle school certified in either mathematics or science.

Objective A3: Develop and provide an innovative, online and face-to-face program for in-service teachers to obtain add-on, middle school certification.

Objective A4: Increase the number of math and science graduates from the existing Clemson University middle school M.A.T. Program.

Goal B: Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry.

Objective B1: Implement substantive and sustained professional development opportunities for middle school teachers in partner schools that:

- Increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model.
- Enrich teachers' content knowledge.
- Help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards.
- Provide technology-based support that allows teachers to share, improve, and create exemplar, inquiry-based units and lessons.

Objective B2: Conduct research to determine the role of the 4E x 2 Instructional Model in promoting content-embedded inquiry in middle school mathematics and science.

The evaluative part of this report will focus on Goal B and associated Objectives. With respect to the Objectives associated with Goal A, it appears that Objectives A1and A2 were unable to be accomplished due to funding difficulties at a University level. I was not provided data to determine the status of Objective A3 and A4.

From all of the data that has been gathered and analyzed by two different evaluation teams over the course of the five year program, there is little doubt that this program has had great success in identifying crucial goals and objectives for the math and science teachers (and students) in the targeted geographic area, and has implemented a variety of experiences and evaluation tools to understand and to address those goals and objectives. This conclusion is based on, amongst other factors:

- MAP data that indicates science teachers' students outperformed students with similar demographics and who started at the same level at the school and district levels. They also outperformed Virtual Comparison groups by a significant margin.

- EQUIP data that shows evidence of teachers improving the quality of their inquiry-based instruction

- Evidence from anonymous teacher surveys showing that teachers better understand inquiry instruction and believe they implement it more effectively than before. These surveys also indicate that teachers are much better at providing meaningful opportunities for students to explore underlying concepts before receiving explanations and believe their students are now learning at much deeper levels.

- Presentations and publications based on results obtained from analyzing various aspects of this program. A list of recent presentations and publications can be found at the end of this report in the Appendix.

Both teachers and students have been the beneficiaries of the well-designed Professional Development Institutes, which included the summer-intensive program and follow-up meetings, class observations, and various web components. These teachers will continue to provide effective and timely math and science content to the students of South Carolina that are in desperate need of both, as well as to serve as ambassadors of the content imbedded inquiry approach to teaching, which has shown to be an effective pedagogical approach to delivering math and science content by engaging students in a more authentic teaching environment.

Final Report of the 2008-13 CHE Grant Program

An overview of the Goals, Objectives, timeline, actions completed, and actions pending for the current FY, and over the course of the 5-year grant can be seen in Table 1, below:

Table 1. Five year CHE Grant Summary

Goals, Activities, Objectives	Timeline proposed	Actions completed	Actions Pending
Run PDI-1 and PDI-2 Programs	Face-to-face course held in July of each grant year, '08-'13 Conducted follow-up visits throughout the academic year, with an average of almost 2 full days per week spent in teachers' classrooms.	In July, PDI-1 was conducted with math and science teachers from participating schools. Also conducted were four scheduled follow-up sessions during the academic year with the previous group of participants that began after July 2008.	Continue to observe and assist PDI teachers and obtain baseline data on teachers from new partners added in subsequent years after 2008.
Develop on-line courses for adding on middle grades certification.	Begin 9/08; Complete by 7/09. Deferred to 2009-2010.	Changes from the state resulted in the need for only one course for secondary teachers to add on middle grades certification. This course was first offered online in Summer 2010 and was offered again in Summer 2011.	Due to the great interest (and full enrollment), plans are to offer this on an ongoing basis.

Table 1. Five year CHE Grant Summary			
Goals, Activities, Objectives	**Timeline proposed**	**Actions completed**	**Actions Pending**
Conduct analysis for web-based support for teachers	Begin 9/08; complete by 12/08	Updates were made to the website throughout the year, though the site is fully operational and has been met with great enthusiasm by the teachers.	Though this is ongoing, analysis has been completed. Usage will continue to be monitored, and adjustments made as necessary.
Program development	Begin -9/08; Complete by 7/09	Secondary undergraduate programs have been modified so that students now have a middle grades experience. However, resources are not available to develop a new undergraduate middle grades program.	Teachers will be encouraged to consider middle grades teaching and suggest possible pathways for obtaining that certification. Follow-up surveys show that approximately one-third of the secondary students have a sincere interest in teaching middle levels.
PDI-2	Implemented in 2009. Continued on an annual basis.	Implementation of four PDI-2's, in 2009, 2010, 2011, and 2012. The feedback continues to suggest that these are quite successful. Teachers have continued to work on improving their own practice and have developed school-wide plans to sustain changes in their schools. Administrators have been informed of these plans and have voiced their approval and support.	Monitor the sustainability of inquiry-based instruction in the partner schools and continue to provide support to the PDI-2 teachers. Create a reporting mechanism to help perform this monitoring. Also work on improving communication both within and between schools.

The Clemson University Center of Excellence for Inquiry in Mathematics and Science (CEIMS) offered two levels of Professional Development Institutes (PDIs), which gave in-service middle school math and science teachers extensive and intensive experiences to increase their content knowledge and improve their pedagogical skills. These Institutes, along with two other support structures, a Dynamic Web Tool and the creation and implementation of Exemplars, were aspects of the program that were developed over the course of the 5-year grant. Over the course of the 5 year grant, 97 teachers have been a part of the PDI-1program, and 41 in the PDI-2 program.

For the PDI-1's, teachers were provided two weeks of teacher training in the summer (64 hours), four group follow up sessions during the academic year (10 hours total), four or more full class observations with debriefing after (at least 4 hours), and numerous individual support sessions (about 5 hours). This totaled over 80 hours of involvement for each participant each year. The summer primarily involved modeling examples of practice, debriefing practice, and developing new inquiry-based lessons in teams that were based on the 4EX2 instructional model (Marshall, Horton, & Smart, 2009). This Model is predicated on engaging students in rigorous inquiry learning and includes formative assessment and teacher reflective practice at each step of the inquiry learning process. Support during the academic year included co-planning, co-teaching, observations and debriefing observed classroom instruction. The primary focus for each year's cohort of teachers involved in the Professional Development Institute (PDF-1) was to determine to what extent do teacher beliefs in regards to STEM education change within the first year of professional development in inquiry-based instruction. The PDI-2's continued in the development program, and the

fact that this was a five year program meant that longitudinal data could be gathered to assess the degree to which more extensive professional development might affect attitudes and beliefs in the teaching of math and science.

Data from a seventeen question survey collected over the course of four years was analyzed using a dependent t-test and multivariate analysis in order to make statistical inferences based on the transformation of teacher beliefs. The internal consistency value (Cronbach's Alpha) was .75 for the overall survey. The t-test analyses indicated a significant change on the Instructional Effectiveness factor ($p < .01$) for all first-year participants. A dependent t-test analysis for science and math teachers was also conducted separately. When calculated separately, first-year participant math teachers demonstrated no significant difference for any factor and survey items. First-year participant science teachers demonstrated significant difference for: Instructional Gains ($p < .05$), and Support ($p < .05$) factors. For the second-year participants, math teachers showed significant difference on the Instructional Effectiveness factor ($p < .01$). After two years in the program, math teachers agreed more that they know how to make their instruction effective while using inquiry. However, this finding was not reliable as much as the findings for science teachers because of low sample size for math teachers in the second year.

An important objective of the CEIMS summer program and follow-up meetings was the development of the exemplars, or inquiry based teaching units by the participating teachers. A critical appraisal of approximately ten exemplar math and science lessons was undertaken to determine the extent to which the lessons:

- followed the 4E X 2 Inquiry model,
- were correct with respect to subject matter,
- were grade-level appropriate, and
- were based on the South Carolina science and mathematics standards.

There was some variance amongst the exemplars evaluated in terms of the degree to which the criteria above were met, but all were judged to be acceptable, and in many cases, quite good. From ethnographic data collected from informal interviews during the meetings, and a number of more formal focus group interviews, it appears that not only did the actual resulting exemplar provide an important teaching tool in the classrooms, but the actual process of developing the exemplars reinforced science and math content in a pedagogical parallel to the 4E X 2 model they were learning about. Access to the exemplars (Public Lesson Plans) can be found at the Clemson Inquiry in Motion website (http://www.clemson.edu/iim/lessonplans/public.php). To date, there have been 68 middle school science Exemplars published, and 38 middle school math Exemplars.

Technology enhancement for teachers was an important component of the CEIMS grant objectives, and over the 5 year grant cycle an extensive website has been developed with links to a variety of topics (http://iim-web.clemson.edu/). A new WebTool Webinar has been added (http://www.clemson.edu/iim/lessonplans/) to the lesson plans page to help teachers use and/or modify existing lessons for use in their classrooms. The Web Tool evolved from three years of development and pilot work with K-12 science and mathematics teachers. The current Web Tool provides a rich, interactive support structure for both participating and non-participating teachers. Google analytics has shown over 35,000 individuals have visited the Inquiry in Motion site (50 states and over 50 nations) with the average time spent on the Web Tool being over 9 minutes, which indicates a high degree of activity and engagement. An advantage of this site over other lesson planning sites is the dynamic nature that allows authors to edit lessons, to create new lessons, and to add the lessons of others to their own *My Workspace* area to be modified as necessary. The lesson exemplar portion of the WebTool is an innovative technological development designed to encourage, guide, and then maintain the desired teacher transformations relative to high quality CEI (content imbedded inquiry) . Specifically, teachers can view exemplars created by others, modify existing exemplars to meet individual needs, create new CEI formatted exemplars using the on-line template, and share exemplars with other teachers. Additionally, an administrative function allows exemplars to be tracked, accessed, and monitored. This is an impressive website with a wide variety of applications for math and science teachers, and is really a model of how technological advancements can quickly and effectively be disseminated to the teachers in need.

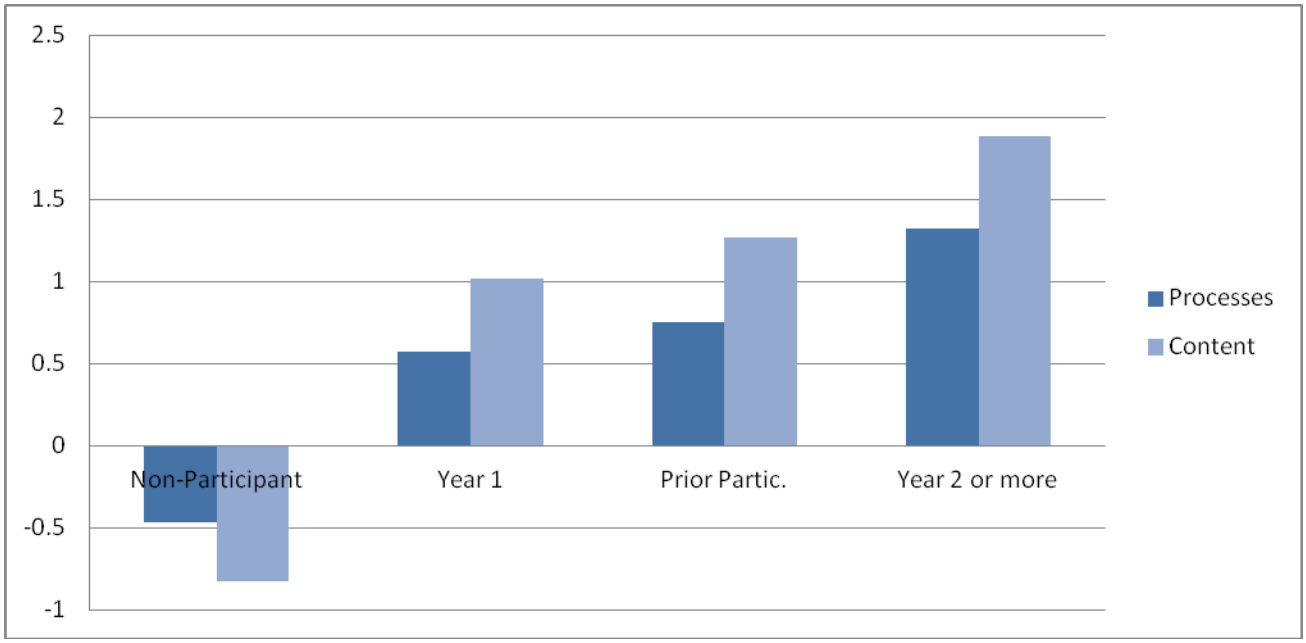
In addition, EQUIP (Electronic Quality of Inquiry Protocol) has been recently added to the website, with a downloadable app and/or pdf, and can be found at http://iim-web.clemson.edu/?page_id=166. *"The EQUIP instrument is designed to measure the quantity and quality of inquiry instruction being facilitated in K-12 math and science classrooms. The instrument does not seek to measure all forms of quality instruction–only those that are inquiry-based in nature"*. EQUIP has been an extremely important tool for the research being accomplished by the

Project Director and staff, as well as by the teachers, as it really helps inform both of the value of the 4E X 2 model of teaching.

A primary focus of the CEIMS program has been the impact of the 4E X 2 pedagogy on students. As of Summer 2013, data show a clear difference among the Virtual Control Group (students from other districts with similar demographic composition), the Control Group (non-participating teachers from participating districts), and the Study Group (participants in the Inquiry in Motion program). Specifically, the data show that the students of teachers who participate in Inquiry in Motion program significantly outperform students of non-participating teachers. All participating groups also exceed the performance of students from the virtual control group. These trends are seen for student performance in both science content and science process. See Table 2 below. Data are based on 421 teachers associated with 29,725 students. In addition, classroom observational data of participants (n > 700) as measured using the EQUIP (Electronic Quality of Inquiry Protocol) shows a significant increase in quality of inquiry-based learning being facilitated during the last five years.

These data, and the graphical representation (as in Table 2) have been provided to the external evaluator by CEIMS for analysis. Given the constraints of using data gathering strategies and actual data generated from these strategies from another source, my conclusions can only be based on my understanding of the statistical analyses related to such data. Given my background in statistics and science pedagogy, I feel confident that the assumptions and conclusions drawn from the analyses are valid, given the quasi-experimental design that was used.

Table 2. MAP Growth ABOVE Expected for Students of Participating Teachers (5 Years of Analysis)



The data supporting the graphs in Table 2 was provided by the Northwest Evaluation Association (NWEA) after analyzing MAP tests taken at the participating schools. According to NWEA, the average student growth per year is 2.56 RIT scores for Concepts and Processes and 3.16 RIT scores for General Science Content Knowledge. Students of participating teachers on average at the participating schools in South Carolina exceeded the scores of students of the Virtual Comparison Group (VCG) teachers by .6-1.9 RIT scores or about an additional 2-7 months of academic growth per year. This kind of learning growth versus the VCG is a good indication that the content imbedded inquiry approach that was being modeled during the Professional Development Institute, and incorporated into the Exemplars is an effective pedagogy for both teachers, and students of the participating teachers.

Annual Report, 2012-2013

This annual report will be based on meetings with the Project Director and staff, and data and observations made by the Project staff, including

- Organizational meeting, including the PI and external evaluator (Sept. 24, 2012)
- Observations by the external evaluator of the Professional Development Institute with project staff and teacher-participants (July 16-19, 23-26, 2012)
- Observations by the external evaluator of Follow-up meetings held during the FY: Oct. 3 Follow-up at Southwood Middle, Oct. 24 Follow-up at Palmetto Middle and Riverside Middle—group split, Jan. 30 Follow-up at Palmetto Middle and Riverside Middle, Feb. 24-25 Conference at Madren Center, March 13 Follow-up at Southwood Middle
- Informal Interviews at the Follow-up meetings
- Evaluation by the external evaluator of Exemplar lessons
- Evaluation of the teacher participant Exit Survey at the end of the FY

A summary of FY 2012-13 can be seen in Table 3.

Table 3. Summary of CEIMS 2012-13 CHE Grant

Goals, Activities, Objectives	Timeline proposed	Actions completed	Actions Pending	Notes
Run PDI-1 2012-2013	Face-to-face course held July 2012. Conducted follow-up visits throughout the academic year, with an average of almost 2 full days per week spent in teachers' classrooms.	In July, PDI-1 was conducted with math and science teachers Southwood Academy of the Arts, Lakeside Middle, Palmetto Middle, and McCants Middle. Also conducted were four scheduled follow-up sessions during the academic year with the previous group of participants that began July 2011.	Continue to observe and assist PDI teachers and will obtain baseline data on our teachers from our new partners for the 2012-2013 year.	Approximately 100 observations were made this year for PDI-1. Observations show a steady increase in the quality of inquiry demonstrated by these teachers as measured by EQUIP. Also provided was assistance to all of these teachers on a one-on-one basis at least once and have led department math meetings at Lakeside Middle. Also observed were all of our new teachers in spring 2012 to obtain baseline data.

Professional Development Institutes

During the 2012-2013 FY, there were 26 teacher participants, in the following content areas: Science: 18, Math: 8 (one participant teaches both math and science). The two, 1-week courses were organized each day around an Engagement Question for teacher-participants to consider and get actively involved in, which modeled the 4E X 2 approach of the program (Engage=>Explore=>Explain=>Extend; Assess, Reflect). The questions were:

Week 1

- Why do I teach what I teach? (Exploring and modeling inquiry-based learning)
- What does it look like when a student is truly engaged in learning? What is my role in facilitating that? (Engage-Focus)
- What does a meaningful student exploration look like? How do you make this a regular part of your classroom? (Explore-Focus)
- How can technology be used to influence my instructional practices? (Web-based innovation for planning)

Week 2

- Who has the chalk? How do students make sense of new knowledge? What is your role in leading that development? (Explain-Focus)

- What needs to be done when students are not ready to move on? When do you know if you are ready to move on? (Extend-Focus)
- What makes learning meaningful? (Assessing Knowledge and Complete Learning Cycle)
- Where from here? How do I take my learning from this course and successfully implement them next year?

By the end of the PDI, teachers will have

- Been introduced to the 4EX2 instructional model,
- Discussed instructional practices,
- Learned about integrating content and inquiry standards,
- Developed 2 Exemplars,
- Explored formative assessments and reflective practices

Based on my observations, I believe the goals and objectives for the PDI are being met quite well. Data from the Exit Survey support this conclusion.

Follow-up Meetings

I attended two of these meetings during the FY, (Oct. 24, March 13). An Agenda is typically sent out to the teachers the week before the meeting to help teachers focus on the critical topics that needed to be addressed. An example of an Agenda is below in Table 4.

Table 4. Sample Follow-up Meeting Agenda

Agenda for first PDI-1 follow-up 2012-13—Oct. 3 (4:15-6:45 Southwood)

- (PDI-1) Everyone--How are things going?
  - Who has taught exemplars?
  - General Issues surrounding inquiry instruction?
  - How is classroom management going relative to implementing inquiry?
  - Effective discourse???
  - What are you changing or have your changed in your practice?
- How do we move from activities to meaningful learning opportunities and what is the difference? [increasing rigor and better use of time]
- Revisit Exemplars—continue to refine. Let us know when you are ready for us to review them using the rubric.
- How do we improve the discourse being led in our classrooms, and are you making progress in this area? Evidence.
- Closure
  - Stipends
  - Next Meeting: Oct. 24, 4:15-6:45—PDI1—Palmetto, PDI-2—Riverside
  - Topics of focus next time

PDI-2

- Go back and review individual plans
- Discuss when and what will be uploaded to the WebTool
- Discuss school plans
  - what is going on at the building or department level? How are the meetings going? What are the next major steps?
- What is the biggest issue for you at this point in your instruction?

I was able to observe during these meetings teachers working together in collaborative groups as they refined their Exemplars, and talked about issues related to the 4E X 2 teaching model, both from a teacher viewpoint, and reflecting on the impact it was having on students. I had the opportunity to interview the working groups for 5-10 minutes each with specific and open-ended questions related to the program.

My belief is that these Follow-up Meetings are crucial in maintaining a dialog with the Project Staff in helping them implement the 4E X 2 instructional model in their classrooms. In particular, having teachers of various backgrounds

and longer years of service helped younger, less experienced teachers learn how to manage their classrooms, as well as to utilize the much broader and deeper content knowledge of these more experienced teachers.

Exit Survey of the Teacher-Participants

During the last Follow-up Meeting, a 17 question Survey was given to the teachers. The questions had several different evaluation rubrics reflecting the different nature of the questions being posed. In addition, several open ended, longer response type questions were also asked of the teachers. The questions and responses are below.

Table 5. Primary subject areas for the 26 participating teachers.

Question	Total	Math	Science
1. Primary subject area taught?	26	8	18

Table 6. Use of inquiry imbedded curriculum in the classroom.

Question	Number	Daily	At least once a week	At least once a month	At least once a semester	Never
2. How often do you use inquiry in your teaching?	26	38%	38%	24%	0%	0%

Table 7. Questions 3-6 were answered using a 3-point Likert scale (3=Great extent, 2=Some extent, 1=Not at all)

Question	Total	Mean
3. To what extent has your participation in this project enriched your content knowledge?	26	2.57/3
4. To what extent has your participation in this project enhanced your ability to plan inquiry-based science or math lessons?	26	2.92/3
5. To what extent has your participation in this project enhance your ability to lead inquiry-based science or math lessons?	26	2.92/3
6. To what extent has your participation in this project improved student achievement?	26	2.35/3

The relatively high average response by teachers (in 2 cases very high) shows that the PDI program and year-long follow-up meetings addressed in an exemplary fashion most of the Objectives in B1: increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model, enrich teachers' content knowledge, and help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards.

<u>Question 7</u> Please explain answers 3-6.

Example teacher responses are as follows:

- I feel like students have a better understanding the material, they just will not study to show me. When I asked them questions they can answer them and use the vocabulary.

- I am now leading grade level planning sessions with a heavy focus on inquiry.

- My content knowledge has not improved that much because I have used the content set forth by SC for the last 7 years. However, the sources for my content have improved greatly because of teaching more inquiry based lessons to deliver the content. I have also used the NCTM books that were given to each school a lot to implement inquiry lessons. The students that have participated in the inquiry lessons have all gained a deeper understanding of the concepts and made many connections to previous material they have learned. This has given a deeper understanding of math for those students. I now feel confident in planning, implementing, and assessing inquiry-based lessons and I did not a year ago.

- My students prefer the inquiry-based lesson. They were very frustrated at the beginning of the year but now we work through them together as they discuss what they are doing with their group member or sometimes with other group members. I have improved on stopping the whole class during the activity to ask relevant questions that students respond to therefore helping redirect other students that might be struggling. The exemplars are tried and tested to scaffold students. The new lessons I am creating are a work in progress. For some students the light bulb goes off during the exemplar lesson or inquiry-based lesson but for some it is later in the year when we refer back to the lesson and then their light bulb suddenly goes off. They make the connections!

- The course has helped me greatly in understanding how to implement and lead inquiry based lessons. My students have been motivated during the lessons, and seem excited to learn. I have also noticed a better understanding of material.

- I felt I had a clear concept of my 7th grade math content, but this year I also added 7th grade science through teaching a project based learning class. I try to plan short and long range projects that have community involvement, but also relate to the content being taught in their core math and science classes. I design experiences that link content to their goals, so most of my class time is set on managing time, monitoring progress, and troubleshooting.

- It is extremely difficult to implement this every day, but slowly implementing it has forced me to look at multiple strategies in math and also the students to recognize multiple strategies instead of just standard algorithms.

- There has not been a great focus on science content--some. I have benefited most in the process of teaching, using the inquiry model. Student achievement was high in the beginning, but interest in participating has increased greatly.

- My understanding of inquiry based learning has helped with planning such lessons as well as implementing them. It is easier to plan when you have someone to bounce ideas off of though which is where the professors have helped and fellow colleagues in the program. I have also found it easier to anticipate what will occur during a lesson to help plan for a better outcome. I have been able to reflect and adjust during a lesson to help further the learning experience toward the goals. Although, when a lesson has multiple topics can be pulled in, I struggle with staying only with my current goals. Some students enjoy and thrive from this type of teaching while others struggle as it is the first time they have been asked to explore a topic prior to be given a step by step process. Most students conform to this type of learning and see its benefits, but I still have some who don't want to put forth the effort or do not know where to begin without my assistance.

- Using inquiry has definitely helped improve my content knowledge and planning. I feel like the more I use this process, the better I will become.

The open-ended responses to Question 7 provided a rich source of material to obtain a better understanding of teacher affect with respect to the major objectives mentioned above. Most of the teachers reported that this program has helped them understand how the inquiry method works, how to implement this system into the classroom, and that students seem to be benefitting from this kind of instruction.

Table 8. Questions 8-9 were answered using a 3-point Likert scale (3=Great deal better, 2=Somewhat better,1=No better)

Question	Total	Mean
8. To what extent are you better able now to use inquiry-based instructional strategies, compared to before your participation in this project?	26	2.65/3
9. To what extent are you better motivated now to use inquiry-based instructional strategies, compared to before your participation in this project?	26	2.92/3

There is little doubt, looking at the numbers generated from the Survey for Questions 8 and 9 that participating teachers are very highly motivated and are now better able to use inquiry-based instruction. This program has obviously been very effective in changing both the use pattern, and motivation of participating teachers.

Table 9. Number of Exemplar lessons used in the classroom.

Question	Total	Math	Science
10. How many exemplar lessons from this project have you already implemented in your classroom?	26	Mean=3.6 Range= 1-6	Mean=4.6 Range=2-12

Given the constraints of time and other necessary curricular concerns that face most teachers in their classrooms, it is not surprising at all that the overall number of Exemplars being used in the classrooms is not higher, although in some cases, usage is very high. The comments below to Question 11 help to put in to perspective exactly what kinds of pressures and other concerns teachers have with respect to Exemplar usage, but also show that students are engaged and motivated when the inquiry-based curriculum and Exemplars are used, and that in at least some cases, increased student performance can be attributed to this change in classroom instruction.

Question 11 How successful were you at implementing exemplar lessons? Be specific.

Example teacher responses are as follows:

- I think that the lessons went well. I am sure that I would fine tune it more next time.
- The exemplars went well. The students were interested in the lessons, and they were encouraged to learn the material. I saw success through these lessons.
- 3 - I haven't completed ALL of the assessments each lesson requires because I felt like I was running out of time. I will definitely work in the assessments in the future. I know how important this piece of inquiry is.
- Pretty successful : 4 out of 5 were a success. Students who were present in class and participated exhibited good test and quiz scores. I learned to adjust certain aspects of the exemplars to accommodate for the needs of the classes. Some classes required more scaffolding than others.
- I was able to use most information from the exemplars with my students. However, if they seemed to be getting lost or not grasping the information, I may have needed to take another route (ex. adding a different worksheet or pulling back.)
- I think they were very successful. I still have difficulty allowing my students to work without direct instruction.

- The lessons were successful and students enjoyed them. The lessons took a little longer than I had planned. I think that was because of the fact that inquiry lessons are new to students. The lessons were challenging and interesting at the same time. Students seemed to understand the material better. They enjoy exploring and explaining. It was interesting to see the different methods that students used to solve problems.

- Very successful with the chemistry lesson. The cell process lesson needs some changes before next year.

- I feel that I implemented them very well. I had to modify them to fit my style but I stayed true to the inquiry in motion model.

- I can honestly say that they all worked very well. Implementing questions was the hardest part, but it got better.

- I know that the atmosphere unit my group wrote was very successful in helping my students better understand the differences in the layers of the atmosphere and their characteristics. It was amazing to watch their growth and the pieces started to fit for them.

- They went well, however; the Law of Conservation of Mass was not actually shown at the end of our investigation. I was able to talk about human errors and product ineffectivness, but it would have been nice if the investigation showed the law.

- Although I am still developing the skill to "adjust on the fly" most of my exemplars have had a good "feel and flow" and have gone as planned.

- Our lesson worked well but needed a few modifications.

The responses are very good with a range of qualifiers from pretty successful to very successful. The students seemed to benefit from this kind of instruction. There is no doubt that there is a pretty steep learning curve associated with classroom management and timing concerns, but EQUIP data and feedback from the Project staff seem to be very helpful and effective in answering questions and concerns that arise.

Table 10. Questions 12-13 were answered using a 3-point Likert scale (3=Very well [useful], 2=Pretty well [useful], 1=Not well [useful] at all)

Question	Total	Mean
12. How well do the exemplar lessons address "big ideas" in middle school math or science?	26	2.73/3
13. How useful is the lesson planning tool?	26	2.27/3

<u>Question 14</u> Please explain your answer to #13, including how it might be improved.

Example teacher responses are as follows:

- It needs to be more user friendly.

- I think it is useful. I think the format is perfect. It is easy and simple.

- I use the web tool as a hub of information to use, or change for my specific needs.

- The only improvement is when selecting an area it automatically selects certain questions, when not all of those questions can be used for that selection for a particular lesson. Its great to have as a tool to create inquiry lessons.

- It's still difficult to write up an exemplar in that format. For example, if you use quotation marks, apostrophes, etc. the writing in the tool sometimes doesn't make sense. Documents and pictures have "disappeared".

- There are a lot of sections to the planning tool. Without training on how to post lessons, it might be a little confusing.

- It is great that everything is pretty much just pick and choose and fill in what you plan to do. It is very helpful. I plan to use it much more this summer in preparing lessons for next year.

- It is a great and easy to use tool. I wish there was a way to link the documents and materials used within the actual lesson instead of having to click out of the lesson and view the materials.

- It is user friendly, but in real life you are not going to plan all of your lessons with so much detail and steps. Our curriculum maps have lesson plans and are much faster to enter info into. That being said if you wanted such an extraordinary amount of detail then the webtool is very specific.

- It is useful when I can find a topic I am teaching. I have found it easier to create my own lessons than to read and understand someone else's exemplar.

- I have had difficulty logging on to the webtool from certain computers, which has discouraged me from using it more often.

- It works well and is organized pretty well. It would be nice to a bigger variety of less

More than half of the teachers found the tool to be useful, but a variety of problems were identified. It appears that some modifications to the tool need to be made so that all of the participants are able to reasonably take advantage of the positive attributes identified.

Table 11. Use of the lesson planning web tool.

Question	Number	Daily	At least once a week	At least once a month	At least once a semester	Never
15. How often have you used the lesson planning web tool?	26	0%	8%	58%	34%	0%

For a variety of reasons, the web planning tool was not used on a very regular basis by most of the participants. Most of the reasons for the low usage rate are the same as for the lesson planning tool, as is shown by the open-ended responses to Question 14 above.

Table 12. Questions 16 was answered using a 3-point Likert scale (4=Great deal, 3=Somewhat, 2=None, 1=Don't know)

Question	Total	Mean
16. To what extent have other teachers in your school utilized the exemplar lessons?	26	2.5/4

<u>Question 17</u> What are some things that the project staff could do to improve this project? Be specific.

Teacher responses are as follows:

Math Teachers

- I would like to see more feedback on the actual lessons taught. I would like to have more time to plan for the year different ways to incorporate inquiry into the units (even if they are not exemplar lessons).

- I really cannot think of much, they are always available to discuss ideas, help plan or even co-teach. They are very involved.

- Honestly, nothing. I didn't always to advantage of the use of the professors and grad students as I could, such as teaching a lesson for me in a troubling area. I felt that the support was very strong for all I was trying to do and did do in my classroom to be a more effective inquiry teacher. All that was provided, instruction in the summer, classroom supply money, resources, etc. was all used to make me an affective inquiry teacher and to use inquiry effectively in my classroom.

- Our instructors could clone themselves. I would of liked more time in class to just look at all the exemplar lessons in my field or had each of us look at different lesson and share what was applicable to the standards that we teach. Then I would of gone back on my own to look over those lessons so my time was used constructively.

- Everyone was very helpful and patient with me and I enjoyed this opportunity. I think you all did a wonderful job with the sessions and all of the help and support that was given was super.

- Video themselves in a real middle school classroom teaching one of these lessons to show. Not a gifted class, but a normal, heterogeneously mixed class. I would love to see several math examples.

- The project staff does an excellent job supporting teachers. I have no suggestions! This project has immensely helped my teaching, and for that I am grateful.

- To help with understanding the exemplars on the website, use some of them as lessons. Be sure to go through the CCSS and try to help teachers understand the content is now expected of them to teach as well as example exemplars. Continue to show good and not so good examples of exemplars implemented in the classroom. Give feedback on what can be improved when you come for observations.

Science Teachers

- Everyone is very supportive with the project. I feel everyone does a great job with observations, critiques, and most importantly feedback. Thank you for this opportunity for a second year.

- I would really like to see an inquiry lesson actually taught by one of the staff to my class. I would appreciate the modeling of the process.

- Video themselves in a real middle school classroom teaching one of these lessons to show. Not a gifted class, but a normal, heterogeneously mixed class. I would love to see several math examples.

- Continue with the inquiry classes and training teachers around the state. As more and more teachers understand the inquiry methods they can teach other students and more and more students will benefit.

- More meeting times. It is too easy to get wrapped up in the everyday chaos that getting to meet and discuss inquiry with the peers and mentors in this program re-motivates you.

- I can't think of anything at this time. The project staff has done a great job with summer training, support and feedback whenever I had questions.

- Honestly, I have no suggestions. I feel that all of the staff is very accommodating and helpful. I feel that each staff member is a book of knowledge about inquiry and available to answer questions and help whenever they are needed.

- During the summer sessions it is difficult to stay focused and listen for one and a half to two hours. I am just like my students and after about 45 minutes I need to stop, change gears, come back to it later etc. That is the only classroom problem. The support we receive during the school year is very good - whatever we ask for we get. I look forward to a planning session coming up soon wherein they are coming to us and helping us incorporate a glider project into our force and motion unit.

- I think that this is a great professional development. I would like to continue to be involved. The more comfortable I am with the process the more I use the inquiry teaching method in my classroom. The Project staff has been very supportive and helpful throughout this experience.

- The IIM team have always been there to help in any way possible. My only suggestion is that we get more feedback on our observations; a scheduled meeting to discuss it would be beneficial and allow me to know areas to improve.

- I really can't think of anything. they have been very supportive in their meetings with us observations , and finalizing results of my MAP test scores when I had no idea what to think of them. My students made significant gains, more than the average so I am happy!

- I think that the project staff are doing a wonderful job. They are helpful in planning lessons that are already hard to become inquiry.

Comments and Recommendations

1. Analysis of the data provided clearly points to the effectiveness of this program in providing teachers with the necessary tools to teach inquiry-based math and science curricula in their classrooms. Teachers reported that they felt presenting the material in an inquiry approach led to better student engagement and actual understanding of the material. Students appear to be the beneficiaries of the activities the teachers have been involved in with respect to this program.

2. Based on teacher-participant comments in this survey, there are some things that can still be improved:
   - More individual work with teachers might help the large range of familiarity with the inquiry approach. While many were quite satisfied with the degree to which the staff was involved in the learning sessions, some teachers reported they needed more one-on-one time with the staff during the planning sessions
   - Some teachers requested that feedback needs to be more timely, and more frequent. Again, the range of teacher participant knowledge of the inquiry method, and planning exemplars based on this method may require more time being spent with the teachers that are somewhat lacking in experience with the inquiry approach.
   - The web tool for writing exemplars may need some fine tuning, or more user-friendly instructions for those teachers that are less familiar with web-based development tools.

There is no doubt that the Professional Development Institute and all of the associated programs continue to provide math and science teachers with an extraordinary opportunity to enhance their teaching effectiveness to a population of students that are in dire need of an enriched understanding of these topics. There is no question that our society is becoming increasingly affected by rapid technological changes that require a deep understanding of math concepts and abilities, as well as the critical thinking skills that underlie science and the scientific method on which it is based. There is little question that global companies such as BMW in the Upstate, and Boeing in the Lowcountry will seek graduates of programs that emphasize and promote the kind of thinking that inquiry-based teaching pedagogies foster.

Appendix

Presentations

Marshall, J. C. (2012, Oct.) The Keys to Improved Learning: 19 Ways to Transform Teacher Performance. Plenary presentation given at Noyce Conference, Indianapolis, IN

Smart, J. & Marshall, J. C. (2012, April). *Comparative Analysis of Two Inquiry Observational Protocols: Striving to Understand the Quality of Inquiry-Based Instruction.* Research paper presented at AERA. New Orleans, LA.

Marshall, J. C. & Higdon, R. (2012, Mar.). *Moving from Activity-Mania to Meaningful Learning.* Research Presentation at National Science Teacher's Association. Indianapolis, IN.

Higdon, R. & Marshall, J. C. (2012, Mar.). *Transforming Classroom Interactions for Meaningful Science Learning Experiences.*Research Presentation at National Science Teacher's Association. Indianapolis, IN.

Marshall, J. C. (2012, Mar.). *The Keys to Improved Learning: 19 Ways to Transform Teacher Performance.* Research Presentation at National Science Teacher's Association. Indianapolis, IN.

Marshall, J. C. (2012, Mar.). *5 Keys to Facilitating Classroom Discourse that Improves Student Achievement.* Research Presentation at National Science Teacher's Association. Indianapolis, IN.

Marshall, J. C. & Smart J. (2012, Jan.). *Interactions between Classroom Discourse, Teacher Questioning, and Student Cognitive Engagement in Middle School Science.* Research paper given at Association of Science Teacher Education (ASTE) international conference. Clearwater, FL.

Marshall, J. C.; Lotter, C.; & Smart, J. (2012, Jan.). *Measuring the Quality of Inquiry-based Instruction: Comparative Analysis of Two Inquiry Observational Protocols.* Research paper given at Association of Science Teacher Education (ASTE) international conference. Clearwater, FL.

Marshall, J. C.; Smart, J.; & Lotter, C. (2011, April). *Comparative analysis of two inquiry observational protocols: Striving to understand the quality of inquiry-based instruction.* Research paper presented at NARST. Orlando, FL.

Smart, J. & Marshall, J. C. (2011, April). *Discourse and Related Student Cognitive Engagement in Middle School Science Classrooms.* Research paper presented at NARST. Orlando, FL.

Marshall, J. C. (2011, Mar). *Uniting Formative Assessment, Reflective Practice, and Inquiry to Strengthen Instruction.* Research presentation at Association of Supervision and Curriculum Development (ASCD). San Francisco, CA.

Marshall, J. C. (2011, Jan). *Teachers' Transformation to Inquiry-Based Instructional Practice.* Research paper given at Association of Science Teacher Education (ASTE) international conference. Minneapolis, MN.

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Annual Evaluation Report

RETAIN

2012 - 2013

Newberry College

By

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Annual Report 2012-2013

RETAIN

Listed below are the goals and objectives of RETAIN as proposed to the South Carolina Commission on Higher Education. Following each objective, we list what the evaluator observed for this project and whether the project is meeting its benchmarks.

Develop an Advisory Board for RETAIN and obtain bi-annual input to keep RETAIN responsive to the needs of partner school districts.

12/13/2011 RETAIN Advisory Board Meeting

No spring Advisory Board meeting was held.

1/22/2013 Advisory Board Meeting:

The Advisory Board Meeting was well attended with excellent recommendations coming from the board. The director gave a welcome and then an overview of RETAIN and the purpose of the advisory board. She then took each goal, one by one, and stated the accomplishments.

Goal 1 Objectives: New Teachers

A. GROW Coaching – Eight graduates are now participating in this program. A coach has been assigned to each teacher to provide continuing on-going coaching rather than waiting for the principals to request assistance. One advisory board member suggested that information be sent about this program to each principal having a GROW teacher in November.
B. GROW Symposium – An evaluation of the symposium is given below.
C. Mentor Meetings – Periodic mentor meetings are being held both face-to-face and using Edmodo. A problem has developed with the engaging of the mentors. Many don't participate using Edmundo nor at the face-too-face meetings. It was suggested that the Edmundo meetings be focused on prompts given by the staff with a deadline for a response.
D. Engaging mentors – Mentors only receive $200 to participate in this program. It was suggested that the stipend be increased. It was suggested by the evaluator that deadlines for activities be given with frequent reminders that the activity is due.
E. Induction Symposium – The next symposium will be offered July 10 and 11 in Columbia, SC. An evaluation of the first Induction Symposium is given below.

Goal 2 Objectives: Professional Development

A. Advanced Mentor Training for PACE Mentors – This was successfully offered November 29, 2012. The Evaluation is given below. This training will be repeated this summer of fall.
B. Classroom Data and Assessment course – Since the Dropout Prevention Center is having difficulty getting this course on-line, RETAIN staff have hired an experienced person to put this course on-line. It should be up and running by the end of March.
C. Texas Instruments T3 Conference will be offered June 12 and 13 by RETAIN.
D. A focus group met and discussed ways to improve the professional development.

Acting on their advice, a mentoring course will be developed for administrators as well as a "foundations of teacher leadership" course.

Goal 3 Objectives: Research

- Action Research Mini Grants have been awarded to six teams. Progress with action research is going well. Another six action research grants will be awarded this spring.
- A call for research for 2013 will soon be forthcoming with the funding being open both to mentors and their mentees as a team.
- The published research and resources page of the RETAIN website are up and running. The website is monthly gaining more hits.

Objective 1.1 Guaranteed Teacher Program

Accomplishments: Accomplishments:

1. **GROW Symposium:** The GROW Symposium was held October 11, 2012. Ninety-one teachers attended. Jason Fuller from CERRA was the keynote speaker. Afterwards two breakout sessions were held with each session having a choice of seven speakers on a variety of topics. Lunch was served and highlighted by a panel discussion among seven teachers, most Newberry College graduates. Afterwards a third breakout session was held offering a choice of seven speakers. The symposium closed with eight poster sessions followed by a musical, "Putting OZ back into Education".
2. An evaluation instrument was distributed asking each participant to rate each session on a four point Likert scale. The results are listed below:

Session	**Average**	**Standard Deviation**
Opening	3.94	0.23
Fulmer	3.12	1.12
Hicks & Hampton	2.81	1.07
Maness	3.5	0.71
Poore	3.8	0.45
Brockman	4	0
Wicker	3.55	0.73
Talbert	2.85	0.378
Brockman	3.33	0.58
King	3.62	0.52
Wheatly	3.1	0.99
Kennedy	4	0
Chewning		
Hall	3	0.82
Troglauer	1	0
Cruickshanks	3.78	0.45
Mims	1.8	1.3
Giles	3.6	0.55
Crigger	4	0
Panel Discussion	3.48	0.72
Poster	2.09	0.98
Musical	3.8	0.49

Concerns:

1. Is there a need for GROW?
2. Does a small college have the capacity to successfully administer this program?
3. Only two requests for classroom management assistance have been made.

Comments: The GROW teachers themselves are not requesting assistance. I would recommend that each GROW teacher be assigned a coach who would then observe the GROW teacher at least once per semester and continue contact using e-mail, Skype or some other form of communication. This more pro-active approach may lead to success. Also, other institutions of higher education have instituted similar programs. I suggest that the director of Newberry College's program should contact these other institutions and brainstorm how the other programs have handled similar concerns.

Objective 1.2 Extend support of mentors to three years through an incentives-driven mentorship program.

RETAIN Mentors are meeting through the use of Edmundo discussing the book "The Inspired Teacher". About six mentors have signed in to Edmundo and a first prompt has been offered to describe the attributes of the best teacher the mentor has ever had. Response to this prompt has been low. A few more prompts were been issued but the response has been dismal.

Recommendation: Give prompts ever two weeks with a due date for the response and constant reminders when the response is due. Teachers are busy and only tend to get to something when hounded.

1/22/2013 RETAIN Mentor Monthly Meeting:

1. RETAIN staff is working to increase mentor involvement in this project. To this end, mentors were asked to sign up for school visits with Angela Floyd and Debbie Poston. These visits are to get the mentors more comfortable with RETAIN staff and get suggestions for more mentor involvement.
2. Presentations were made on the Action Research Mini Grants that were awarded. Participants worked on a variety of projects. A discussion ensued as to how best to quantify the data in these projects so the Program Manager from SCCHE can better reply to various committees that supervise program funds.
3. Debbie Poston presented a hands-on activity from The Inspired Teacher.
4. An update was given on grant activities.
5. Applications for the summer Texas Instruments T3 conference were distributed. The conference was opened up to RETAIN participants before it is opened to the public. Later the conference was cancelled due to low enrollment.
6. A call was issued for more action research proposals with six more awards to be made this spring.
7. Nineteen students have been assigned mentors. Thirteen mentors do not have assigned mentees.

Objective 2.1 Develop and implement advanced mentor training for PACE mentors:

1. The Advanced Mentor Training has been developed and reviewed by the evaluator.
2. This training was piloted in May of 2012.
3. This training was offered statewide in November of 2012.

PACE Mentor Training 5/17/2012: Eight persons attended this training. The training was presented by Chris Bennett from Columbia College, Jason Fulmer from CERRA, and Felicia Harvey from the State Department of Education. Nationally 14% of the teachers leave the profession at the end of year 1 as opposed to 12% of South Carolina teachers. At the end of year 5, 46% of the teachers have left the profession nationally while only 33% leave in South Carolina. The presenters discussed the generational differences among teachers and how to handle these in a mentoring situation. The PACE program and its guidelines were discussed as well as the adept standards. The PACE teachers perform as well as traditionally trained teachers according to State Department of Education data. The training was well planned, proceeded without gaps, and was well suitable to the audience.

Comment: It would be useful for pre-tests and post-tests to be administered during this training to determine any gain in knowledge.

Statewide PACE Mentor Training was held in November 29, 2012 at Columbia College. The training was taught by Jason Fulmer from CERRA and Chris Burkett from Columbia College. An evaluation instrument was developed. The results are listed below:

South Carolina Induction and Mentoring Initiative
Mentor Academy: PACE Advanced Mentor Training

EVALUATION RESULTS

A. Date of Academy: PACE Advanced Mentor Training:

- November 29, 2012

B. Role: (Many respondents checked more than one role.)

- 15 Mentors
- 2 Instructional Coaches
- 4 School Administrators
- 7 Induction and Mentoring Coordinators
- 6 Other District Staff
- 2 Other

Of these respondents, 2 were male Caucasian and 2 were African American females and 23 were Caucasian females.

C. Indicate the extent to which this training met the stated outcomes: (These questions were evaluated on a four point Likert scale with 1 meaning "not at all" and 4 meaning "to a great extent.)

1. To understand the variety of teachers in South Carolina public schools, the commonalities and differences among these groups of teachers, and the potential implications for effective mentoring. Average score = 4 with standard deviation of 0.
2. To identify the relationships among induction, mentoring, and the PACE program. Average score = 4 with standard deviation of 0.
3. To examine the characteristics of highly effective teachers. Average score of 3.96 with standard deviation of 0.19
4. To examine the research about the PACE program and its role in providing quality teachers for South Carolina classrooms. Average score of 3.96 with standard deviation of 0.19
5. To understand the formative assessment process and the use of strategies to mentor alternatively prepared educators. Average score of 4 with standard deviation of 0.

D. The extent to which this training met the stated outcomes:

- To understand the variety of teachers in South Carolina public schools, the commonalities and differences among these groups of teachers, and the potential implications for effective mentoring. (4)
- To identify the relationships among induction, mentoring, and the PACE program. (4)
- To examine the characteristics of highly effective teachers. (3.96)
- To examine the research about the PACE program and its role in providing quality teachers for South Carolina classrooms. (3.96)
- To understand the formative assessment process and the use of strategies to mentor alternatively prepared educators. (4)

E. What additional information and/or assistance do you need to help you achieve the stated outcomes?

- Send PACE timelines and information to District Induction and Mentoring Coordinators - include on email blasts.
- More time
- None
- The discussion and activities provide many ideas from real-life use.
- None
- I think it would be helpful to get more information on the types of activities that are used at PACE.
- Schedules and assignments
- More conversations with PACE teachers
- None
- I would love to have the schedule of activities the PACE teachers have to complete, even as a guideline.
- Copy of emails/contacts sent to PACE candidates would be helpful
- I would like to have a session on the elements of the PACE classes - materials possibly attend a session of the cohort
- None
- Having access to the PACE schedule so I'll know when the cohort sessions are and when things are due and what kinds of assignments
- Thank you for a great job!
- This was excellent! I look forward to being more involved.

F. Briefly describe the impact of this training on your personal understanding and/or practice, in terms of induction and mentoring.

- Nice to get this...I have been learning what I can from website and work with PACE/Induction teachers in my district.
- Definitely foster on understanding and shed more light on PACE program teachers.
- Helped me to take a deeper look at the special needs of my PACE teachers.
- The info is a tremendous guide to help me help the new teacher.
- I am pleased to hear that there is rigor in this program. I previously did not think it was very difficult.
- Helped me with an understanding of what PACE participants go through.
- I had no idea the work load of a PACE teacher. I am glad that my eyes were opened!
- This was a wonderful training. I appreciated getting the data regarding PACE.
- Awareness of the rigor and the need to focus support of this group.
- This training makes me more aware of mentor limitations
- Lots of new ideas! Reinvigorated about what I want to offer induction teachers. Relieved to hear positive comments about PACE program.
- I feel like actually understand the PACE program now. I have a better understanding of my mentee's needs
- Helped to affirm that guidance is needed for the PACE candidate - in more detail than teachers trained in an educational program.
- I was glad to hear of the research concerning the success of PACE educators. I too had felt that these people were not "real" teachers.
- This training totally "debunked" some myths I had about PACE prepared teachers!! Thank you!

- Helpful to know the topics covered. Helped to know the % that passed PLT on 1st, 2nd, and 3rd attempts.
- This was great! I now have a better understanding of the PACE program and requirements
- I was already very familiar with PACE, but I had an opportunity to process strategies for working with PACE coaches.
- I have a better understanding of the needs of PACE induction teachers and their training
- Rejuvenated to make sure our district is providing the subject our teachers need, especially those with alt. certifications.
- Have a better understanding of PACE program
- I learned so much from this training and hope that the opportunity for mentors of PACE teachers is provided to learn about the intricacies of the PACE program. It is essential that identified mentors have some semblance of the need and requirements of their mentors
- We have to convince principals and D.O. Staff that mentors and mentees should not start with teaching a full load.

G. Did this training meet your expectations? Please explain your answer.

- Yes!
- Yes, I expected an insightful fun time and it was achieved.
- Yes, lots of new ideas about ways to support and help PACE Teachers.
- Yes, Jason always does a great job. Chris rocked too!
- Yes, interactive and provided useful information
- Yes, I am excited to mentor a PACE participant.
- Yes, it gave me a better understanding of what a PACE person goes through and ways I, as a mentor/experienced teacher, can do to help them.
- Yes!
- Yes, I learned a lot about the PACE program and ways to better include PACE teachers in the Induction process.
- Better understanding of the PACE program and respect for these teachers
- Yes - informative and professional
- Excellent job! Even though I am aware of PACE curriculum it was a very valuable experience getting insight from other distinct personal about how they “see” PACE teachers and what they do for all first year teachers.
- Exceeded! I was very pleased to find myself immersed in the learning. I even learned a few strategies to use with my students! (which is even better)
- Yes - received ideas to help develop “help sessions” for PACE candidates plan to offer separate sessions
- Yes - I look forward to sharing with the mentors in my district
- Yes! We were well cared for and it was eye-opening!
- Absolutely - reviewing the info from initial mentor training. The generations info was very enlightening to me!
- Yes, it provided valuable information and an opportunity to hear from other schools and districts.
- Yes, I wanted to know more about how to support PACE teachers.

H.Additional comments or suggestions:

- Thanks - good review of information from Initial Mentor Training. Data on PACE funding research/surveys about ADEPT AP's and PLT.
- Lower the variety of activities.
- Added 2 new types of claps, Elvis, and Wow!
- Thank you for the enthusiasm you brought today as well.
- Thank you so much for your time and expertise! Have a great holiday break!
- Facilitators were well prepared...great job! Elvis: "Thank you very much"!!!
- I have had the opportunity to teach me of the required courses in the Rock Hill area and was very impressed with the candidates and the PACE program as a whole.

Twenty-five persons attended the training. School districts represented ranged from Pickens in the upstate to Beaufort on the coast. This demonstrates the statewide effect this center is having.

Objective 2.2 Develop and implement a professional development course covering mentoring first year teachers in the use of assessment and action research to improve teaching and learning:

1. The model training has been developed in conjunction with the Nine Schools Project.
2. This training was piloted at Myrtle Beach at the Middle Schools conference.
3. A webcast in conjunction with the National Dropout Center at Clemson University was broadcast.
4. The Action Research component is being added.
5. Currently RETAIN is placing this course on the web.

Currently this objective has hit a snag. Mrs. Morrison is refusing to give the completed material to the program officer. She claims that it is her intellectual property and she wants to publish it for monetary gain. Mrs. Morrison has been a thorn in the side of this center since the initial appearance before the SCCHE panel. Her performance there almost caused the proposal to not be funded. The first two years of this project she ran the project into the ground and little was accomplished. Mrs. Morrison should be removed from anything to do with this project. As for the intellectual rights to this assessment course, other funding agencies such as the National Science Foundation do award grants for material to be developed and grant the intellectual rights to the author(s). I would recommend that if the intellectual rights are awarded to Mrs. Morrison, then the money she received to develop said course should be returned to SCCHE. I also recommend that SCCHE should develop an intellectual rights policy to avoid future problems.

Objective 2.3 Develop and implement Poverty Workshops:

1. Two poverty workshops were presented by Tammy Pawloski in Year 1. Participant Survey feedback was positive. Unfortunately the presentation is given over three hours and, in actuality, requires about twelve hours.
2. The problem listed above has necessitated follow-up workshops concerning how to apply the information about poverty to the classroom. Schools will do a study on a book to address this problem.

Objective 3.3 Plan and host an annual Teacher Retention Symposium:

1. In Year 1 Newberry College hosted a gala introducing RETAIN to area school districts and potential supporters.
2. A presentation was made to the Deans' Alliance detailing the objectives and goals of RETAIN.
3. In Year 2 RETAIN co-hosted an Induction Conference with CERRA and the Citadel. Over 132 teachers attended. While the evaluations were generally good, some problems were observed:
    a. The Symposium stage was decorated without noting the contributions of RETAIN and the Citadel. This should be corrected if such a partnership takes place again.
    b. Attendance was mostly from the midlands and coastal region. I would recommend moving the conference around the state to reach a broader audience.
4. Most of the attendee comments were positive. An evaluation instrument was distributed and67 participants turned in usable evaluations. The evaluation asked participants to evaluate each session on a scale from 1 (not at all) to 4 (excellent) The table below lists the mean rating for each session as well as the standard deviation of the ratings.

Session	Average	StDev1
1	3.34	1.15
2	2.67	1.15
3	3	0
4	4	0
5	2.9	0.73
6	3.64	0.50
7	3	0
8	3	0
9	3.5	0.83
10	3.35	0.67
11	4	0
12		
13	3.22	0.80
14	3.4	0.547
15		
16	3.17	0.75

Session	Average	StDev1
17	3.9	0.81
18	4	0
19	2	0.81
20	3.83	0.40
21	3.67	0.58
22	3.67	0.52
23	3.93	0.25
24	3.75	0.5
25	2.77	0.833
26	3	0.600
27		
28	3.13	.743
29	3.66	.516
30		
Opening	3.30	0.73
Panel	3.30	0.67

Sessions 12, 15, and 30 were not referenced in the 71 completed evaluations.

Of the attendees completing evaluations, 12 were Early Childhood educators, 19 were Elementary Level educators, 17 were Middle Level educators, 15 were Secondary Level educators, 2 were Special educators, 2 taught Fine Arts, and one attendee each self-reported their fields as Career and Technology, Foreign Language and Physical Education. The symposium appears to have had a good balance of attendees from each classification.

Below are listed some comments from the attendees:

- *The symposium helped remind me that I am not alone in the areas which I don't feel completely effective yet. I really enjoyed the presenters and I'm taking back relevant ideas and tools.*
- *The symposium provided collaboration, a fun day of learning, and hope!*
- *The professional development met my expectations. There was choice and a wide range of topics. This was well thought out! I appreciated all the workers!*
- *This really helped remind me that there are many, many, people out there who want me to succeed and are ready to help!*
- *I don't feel alone anymore!*
- *I appreciate that you listened to what we wanted to get from the conference and provided the information!*
- *Provided an outlet for me to talk with teachers outside of my district and discuss instructional strategies*
- *Attending events such as these allows me to see and remember why I chose this profession!*
- *It was helpful to network and also refine some of my practices now that I have*

practical experience.

- *Very well planned, effective, and very professional!*
- *To know that this symposium was prepared for us makes us feel less at the bottom of the barrel...I feel valued, important, and supported in my teaching journey.*

As one can see, most all of the presentations averaged very high. Thus the conference was a success.

Teacher Induction Symposium 2013: This second symposium was held July 10-11, 2013. Attendance was nearly double that of the first symposium. Participants were to evaluate each session attended. Not all attendees completed the evaluation. The attendees were to evaluate each session attended using a four point Likert scale. The results of the evaluation are listed below:

Session	Averag	Standard
1	4	0
2	3	1
3	4	0
4	3.888889	0.333333
5	3.461538	0.77625
6	1.666667	0.816497
7	4	0
8	3.722222	0.525015
9	4	0
10	3.5	0.755929
11	3.625	0.517549
12	3.875	0.353553
13	3.2	0.447214
14	3.9	0.316228
15	4.166667	0.408248
16	3.315789	0.671038
17	3.952381	0.218218
18	3	0.707107
19	1.5	0.707107
21	3.833333	0.408248
23	3.4	0.547723
24	3	0.755929
25	3.142857	0.899735
26	3.444444	0.51131
27	3.714286	0.468807
29	4	0
30	3	1
31	3.125	1.246423
32	3.666667	0.57735
34	3.833333	0.408248

Session	Averag	Standard
35	3.2	0.447214
36	3.470588	0.624264
37	3.6	0.547723
38	3.833333	0.408248
39	4	0
40	3	0.57735
41	4	0
42	3.909091	0.301511
43	3.692308	0.480384
44	3.875	0.353553
Tchr of Yr	3.9642857	0.1866915
Panel	3.238095	0.815794

As in last year's evaluation, room was left for participant comments. The participants clearly enjoyed the symposium and felt that it was very helpful to new teachers. However, one disturbing current ran through the comments and that was the conference was perceived as a CERRA conference and no one mentioned RETAIN. This somewhat surprised me since RETAIN had a prominent advertisement on the opening page of the program. RETAIN also had a large pop-up sign on the stage that was prominent behind the podium. Dr. Waller spoke about RETAIN and the good works that it does. There was also a flyer advertising upcoming events. Somehow the teachers have to realize that RETAIN has great value and does good work.

Objective 3.4 Create a RETAIN Research Center Website:

1. See http://www.RETAINSCTEACHERS.org. This website is up but consists only of a cover page. No links seem to be working and there is no counter to determine hits and usage. This should be up and running by now.
2. Cindy Johnson has now returned as director of RETAIN. She contracted out the website development and the website is now up and running. I helped her to see that the website did not work well on all browsers. She had the developer fix that. All is working well but the Resources page needs some resources placed on it. Cindy is trying to get some videos from the Induction Symposium to post there.
3. Google Analytics for the site gives the information in the table below:

Month	Visits	Unique Visitors	Page Views	Pages/Visit
March	74	26	1020	13.78
April	106	48	687	6.48
May	78	45	322	4.13
June	30	21	104	3.47
July	11	6	56	5.09
August				
September				

Since Dr. Waller has taken over as director of RETAIN, a Facebook page has also been developed.

Goal 3: Goal 3 deals with the publication of research and position papers specific to SC on topics related to teacher retention and the development of a Center website. To the date of this meeting, no functioning website has been developed. Dr. Johnson has taken this project to heart and has hired a webmaster to develop this site. The site is now functioning and is mostly complete with only minor changes and additions to be made.

Three research papers have been developed, written, and submitted for publication in refereed journals. At the date of this conference, two have been accepted for publication. This part of the project is ahead of schedule.

Comments: At this point the Center is taking off and much progress is being made. The big remaining problem is the training of 32 mentors on-line. It just is not working. I strongly suggested to the PI that the instructors of this course visit individually with the participants and make certain that all technical problems are solved and that mentors can participate in the training. I also suggested strongly that the instructor be prepared at these sessions and present a professional appearance and demeanor.

Final Assessment: Since Cindy Johnson has taken over the reins of RETAIN, much progress has been made. RETAIN is nearly back on the original schedule of the original proposal. Angela Floyd has taken a stronger role with RETAIN and the connections to the schools are getting stronger.

04/03/2013 PI meeting with Program Officer and External Evaluator and Provost: Cindy Johnson has resigned from Newberry College to accept a position with the South Carolina Department of Education. Lisa Waller has been put forward as the new PI. At this meeting Paula went over the steps that must be accomplished before she can approve this change. She was very well organized. The provost from Newberry College pledged his support, both financial and in-kind. He will put this support in writing and Angela Floyd will put all required letters in a packet and deliver them to Dr. Gregg. The group then discussed the direction in which the RETAIN Center should go. The GROW program will be revised as will the duties of the mentors to be completed before they are paid. Dr. Gregg gave the group until a week from this Friday to complete revising the Center budget and goals.

Conclusions: The choice of Lisa Waller as director of this project is perfect. She is very well organized. The Induction Symposium and the way she is handling the pairing of mentors with induction teachers is excellent. I expect this Center to do marvelous things during the 2013 – 2014 year.

Final Evaluation Report

CE-Mist

USC-Aiken

By

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Final Report

CE-MIST

University of South Carolina at Aiken

This project is now completed. In my opinion it is one of the most well run projects in the Center of Excellence Program.

Listed below are the goals and objectives of this project with discussion of how these goals were attained.

Goal 1: Developing and modeling exemplary teacher training programs.

Objective 1: Offer courses and workshops for in-service teachers.

Activity 1: Offer content and interdisciplinary courses at USCA.

Aiken Writing Project:

Based on the National Writing Project's "Teachers Teaching Teachers" philosophy, the Aiken Writing Project offers an intensive Summer Institute for prospective Teacher-Consultants. Teachers who attend study the latest research and effective classroom practices, particularly with use of digital tools for writing. Six hours graduate credit for AETE 760: Issues in Writing is awarded upon successful completion of the Summer Institute. This project was sponsored by the Aiken Writing Project and the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST).

In Year 2 seven CE-Mist participants enrolled in the USC-Aiken writing project. Each received six (6) hours of graduate credit for completing the course. Each school at each grade level chooses a leader for the team developing a trunk project. These leaders then enrolled in this project to prepare themselves to lead their team. A syllabus for this course is attached in the appendix. I observed this course for several hours. They were in two small discussion groups in which they discussed student reactions to writing and thinking, how they use the materials they received in this class and what they do in class to motivate students. This was a good example of the theme of the course – teachers teaching teachers.

In each consecutive year one participant from each Traveling Trunk design group attended the Aiken Writing Project.

Year 2: Bringing Nuclear to the Classroom: This workshop was presented by Citizens for Nuclear Technology Awareness, a consortium of pro-nuclear groups. Many of the presenters were retired from the Savannah River Nuclear Plant. The presenters were knowledgeable and interesting. The 22 participants were raptly attentive, asked many questions, and participated in

many hands-on activities. The hand outs were excellent and the participants were given many books and references.

The schedule for the day was as follows:

1. Atomic Fundamentals
2. Power Generation Fundamentals
3. Nuclear Fundamentals
4. Lunch
5. Nuclear Technology Application
6. Risk (Real versus Perceived)
7. Nuclear Industry Career Opportunities.

Conclusions: This workshop demonstrates how CE-MIST is successfully involving local industry in workshops and activities that support CE-MIST's goals.

Activity 2: Content and interdisciplinary professional development activities offered at USCA.

CE-MIST Summer Institute

Year 1: Food Safety in the Classroom This summer a two day long course entitled Food Safety in the Classroom was presented to 16 teachers. The instructor, Dr. Jennifer Richards, and manual were from the University of Tennessee at Knoxville. The evaluator observed one-half day of this course. The instructors modeled excellent questioning techniques and the course was very hands-on and activity-based. Much stress was placed on hand washing. Experimentally the participants tested various hand-washing strategies using petri-dishes. The instructors covered classroom strategies to perform this experiment. At 10:30 am the participants went to the laboratory to examine what grew in the petri-dishes. The instructors modeled the experiment first followed by the participants performing the laboratory procedure. Much stress was places on effective clean up and sanitizing of the equipment used.

This was an excellent course and bodes well for the success of this project. Evaluator discussions with participants showed how well the participants enjoyed and valued this course.

Year 2: Transportation: :earning on the move This year a summer course entitled Transportation: Learning on the Move was taught to 17 teachers (3 male, 14 female; 5 black, 12 white). Dr. Jennifer Richards did an excellent job of presenting the material through hands-on interesting activities integrating mathematics, science, social studies and language arts.

Year 3 Developing Interdisciplinary Instructional Units: This workshop is part of a continuing series of workshops developed and presented by the University of Tennessee at Knoxville. Dr. Jennifer Richards has been the lead instructor for all of these summer workshops. Her former assistant instructor has completed all requirements for her doctorate and so has left the program. This year Dr. Amy Beavers from Lee University joined the staff. The instructors were well organized. The instruction was activity based. The participants were active and involved and asked good questions.

Seventeen participants joined the workshop this year.

The goal of this workshop is for the participants to create interdisciplinary instructional units, aligned with state content standards in two or more core content areas (mathematics, science, language arts, social studies), that is ready to use in the participant's classroom.

The workshop hit the ground running. After defining interdisciplinary instruction, the participants worked together on an existing microbiology interdisciplinary unit, deconstructing the unit to find concepts and skills used in the unit in mathematics, science, language arts and social science. After lunch, they began developing their own unit by generating subject ideas for the unit. They completed the day developing purposes, skills and assessments for the unit. On day two they covered the following topics:

1. Organization, Resources and Methods
2. Getting Chunky With It!
3. Applying the Finishing Touches
4. What are the next steps?

Several of the teams from participating schools are using this workshop to get a start on developing their travelling trunk for next year.
Conclusions: The activities of CE-MIST all seem to fit well together and complement each other leading to top notch Travelling Trunks.

Year 4: Bridging the gap between standards-based assessment and inquiry-based instruction (Total = 39 participants) June 11 & 12, 2012

Description: Incorporating hands-on, inquiry based activities that are rooted in real-world applications allows students to connect what they learn in school to life outside the school walls. However, assessing this type of instruction, while also producing standards based evidence of student learning, is challenging. Well-constructed assessments enrich the instructional process for both students and teachers, while providing evidence of instructional effectiveness and student progress. This workshop, entitled "Bridging the gap between standards-based assessment and inquiry-based instruction," presented creative ways to integrate alternative, standards based assessments that support inquiry based instruction. These activities were sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST) in partnership with Dr. Jennifer Richards, Research Assistant Professor and Project Director of Hands On: Real World Lessons for Middle School Classrooms at the University of Tennessee.

Year 5: Using High Interest Topics to Weave STEM Instruction across the Disciplines- 18 participants June 8 & 9, 2013

Description: These activities were sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST) in partnership with Dr. Jennifer Richards, Research Assistant Professor and Project Director of Hands On: Real World Lessons for Middle School Classrooms at the University of Tennessee.

Conclusions: In total, 107 teachers participated in these summer workshops. The workshops were presented using hands-on approaches. Talking with the participants I found that they were very pleased with these workshops and learned much.

Activity 3: Content and interdisciplinary professional development offered at local schools.

Professional Development at CE-MIST Schools

Year 1: Content and interdisciplinary professional development activities were offered at three local schools – JET middle school, Leavelle McCampbell Middle School and Corbett middle school. The evaluator observed one of these professional development activities at JET Middle School taught by Dr. Victoria Ridgeway Gillis. Dr. Gillis modeled a social studies lesson entitled the "Effect of Columbus' Voyage to America in 1492". She discussed response heuristics (3 column notes), the use of cinquains to summarize what was learned, and the pre-reading strategy of brainstorming. This evaluation showed that the participants learned the points that Dr. Gillis presented. Discussions with the participating teachers showed that they enjoyed the presentation and learned from it.

Other workshops were presented by Drs. Bridget Coleman and Deborah MacPhee entitled Patterns in Peru, Dr. Lynne Rhodes and Vicki Collins: The Aiken Writing Project and by Dr. Tim Lintner: Technology and Culture: Primary Sources.

Year 2: Content and interdisciplinary professional development activities were offered at three local schools – JET middle school, Leavelle McCampbell Middle School and Corbett middle school. The evaluator observed three of these professional development activities at Laevelle McCampbell and A. L. Corbett Middle Schools.

On November 4, 2009, I observed the presentation "Grant Writing and Preparing for PASS Writing" scheduled to taught by Collins at A. L. Corbett Middle School. The presentation gave only lip service to the PASS test with the comment, "You all know where to find the PASS rubric, don't you?" The remainder of the presentation dealt with the writing of grant applications for teacher teams to develop a travelling trunk. She also discussed various teachers' projects.

On February 3, 2010, I observed Tim Lintner's presentation "Content Standards and Interdisciplinary Planning". This was an outstanding presentation having teachers from various disciplines work together to develop lesson plans to integrate state standards from various disciplines into one lesson. The teachers were quite enthusiastic about this activity and the evaluations showed that they learned much from this workshop.

On March 3, 2010, I observed Tara Jenkin's present "Project WILD". This presentation was very interactive and engaged the teachers very much. She involved teachers with a ball of yarn game during which each teacher told what "interdisciplinary" meant to them. The next activity, "Every Tree For Itself" enable teachers to learn what trees needed to live. She also did a tree cookie activity. The teachers commented that they enjoyed the presentation very much and the evaluations indicated that they have learned much. She did a tremendous job of de-briefing the teachers after each activity. Unfortunately, this workshop had teachers being pulled out for other activities which interrupted the flow of activities.

All three presentations and the Gillis's presentation observed last year show that this program is having an effect on teachers at the three schools. I look forward to observing the Coleman and MacPhee presentation next year.

It is interesting to note that the principal of Leavelle McCampbell Middle School made a special effort to speak with me about the success of this Center of Excellence. She felt so strongly positive about this project that she mentioned USC-A's efforts in her annual school report. JET and A. L. Corbett mentioned CE-MIST by name in their annual reports also.

In general, the evaluation of these presentations by teachers is high. General concerns raised by the participants are:

1. How do I fit this strategy into 45 minutes or less?
2. Where do I find the time to plan for and integrate lessons?
3. Can we find a common planning time for all teachers in the same grade level?
4. How do I get 100% student participation in these strategies?

Year 3: Content and interdisciplinary professional development activities were offered at three local schools – JET middle school, Leavelle McCampbell Middle School and Corbett middle school. I did observe Bridget Coleman on December 1, 2010. She gave a great presentation that was well received by the teachers.

Her presentation and the presentations observed in previous years show that this program is having an effect on teachers at the three schools. I look forward to observing the one presentation I have missed next year.

I did note that JET middle school is constantly changing the dates for these presentations. While CE-MIST is accommodating these changes, some presentations had to be cancelled because they ran out of time to give them.

In general, the evaluation of these presentations by teachers is high.

Three items in Dr. Coleman's session that teachers found interesting are:

1. How to create essential questions-15
2. Traveling Trunks-4
3. New/Old Blooms Taxonomy-5
4. Make questions relevant
5. Creating a traveling trunk that integrates all subject areas under one theme.-2
6. Fun and engaging activities for student engagement.
7. Guide class discussion based on essential questions.
8. Don't just expect students to use H.O.T.S, but require them to use it by using essential questions in class.-2
9. Working w/teams
10. What essential questions evoke e.i. Intellectual stimulation, debate, etc
11. Unit planning w/E.Q. rubrics and cross curricular planning
12. Is there a resource available with essential questions across the curriculum?
13. What additional training is available?
14. Will use questions – great for focus in lesson.
15. Team work
16. Sharing examples from other groups
17. Developing criteria for essential questions

Three areas of concern that the information in this session created:

1. Creating effective essential questions for better student participation actively engaged-2
2. Are we doing enough to carry out the idea of using essential questions
3. Find time to put together this new trunk
4. I need to use more essential questions – I have made them too simple!
5. Using essential questions
6. I'm concerned about how I write my essential questions for my lesson plans
7. Will I began to effectively utilize the traveling trunks at school
8. Learning to write units for the traveling trunks as well as my other co-workers

Provide a possible solution to one area of concern.

1. More professional development time to work on planning the trunk lessons
2. Continue to work and learn from my team how this process is done

Attendance at these programs is shown in the following table:

2010/2011			
9/13/2010	Essential Questions	16	**JET**
10/5/2010	Differentiated Instruction	24	**LMMS**
10/5/2010	Cross-Curriculum Learning Devices	51	**ALC**
11/30/2010	Essential Questions & Traveling Trunks	17	**LMMS**
11/30/2010	Differentiated Instruction	20	**ALC**
1/4/2011	Edgewood amd Integrated Approach	23	**LMMS**
1/18/2011	Edgewood	21	**JET**
2/1/2011	Interdisciplinary Strategies	27	**LMMS**
2/1/2011	Edgewood	14	**ALC**
06/28&29/11	Developing Interdisciplinary Curricula	17	**RPSEC**

Year 4: Professional development sessions were presented on Early Release Days throughout the year at each of the three CE-MIST partner schools: A. L. Corbett Middle School, JET Middle School, and Leavelle McCampbell Middle School. The workshops focused on interdisciplinary curriculum development and implementation, and were presented by Deborah McMurtrie (Gearing up for this year's TILT projects), Dr. Bridget Coleman (Rethinking assessment using Bloom's Taxonomy), Dr. Tim Lintner (Student engagement and rigor: A history mystery), and Dr. David Vawter (Differentiating instruction: Multiple intelligences and tiering).

1) CE-MIST Teacher Workshops at Corbett
   a) September 28, 2011 (McMurtrie)- 16
   b) November 2, 2011 (Lintner)-14
   c) December 7, 2011 (Coleman)-14
   d) March 7, 2012 (Vawter)-14

2) CE-MIST Teacher Workshops at Leavelle
   a) September 14, 2011 (McMurtrie)- 25
   b) November 2, 2011 (Coleman)- 21
   c) January 4, 2012 (Lintner)-20
   d) February 29, 2012 (Vawter)-18

3) CE-MIST Teacher Workshops at JET
   a) September 21, 2011 (McMurtrie)- 37
   b) October 12, 2011 (Coleman)- 28
   c) January 11, 2012 (Lintner)- 28
   d) March 14, 2012 (Vawter) – 27

Evaluations were administered at each workshop. This instrument was designed by one of the participating principals who required it of his teachers. The instrument consisted of three items:

(1) List three items in today's session that you found interesting, that sparked your interest or that you would like to know more about;
(2) List three items in today's session that you found interesting, that sparked your interest or that you would like to know more about; and
(3) Provide a possible solution to one area of concern.

I will list representative comments from the evaluations for each presenter.

Dr. Bridget Coleman (Rethinking assessment using Bloom's Taxonomy)

Question One:

Wonder & wander-2
Stimulate student's thinking by using key questions-2
Take time to wonder-2
New Bloom's-5
Looking at new ways to ask questions-3
Making learning interesting to students
Working with others to do interdisciplinary units-3
Quick Flip question booklets-3
Opportunity to look at Traveling Trunk and others-4
Remembering to write essential questions-6

Question Two:

Ways to get students to think!
Ways to get students more creative with their thinking
Creating Essential questions to develop units
The best ways to spark students' interest
Not everyone agrees
Interdisciplinary units always seem very forced-and don't seem to promote student interest the way it is often described.

Question Three:

More professional development time to work on planning the trunk lessons
Continue to work and learn from my team how this process is done

Dr. Tim Lintner (Student engagement and rigor: A history mystery)

Question One:

Using real life application to make teaching more meaningful.-7
Finding more topics to integrate into my classroom-4
Finding new avenues as to how to do it.-4
Edgewood video was great-6
The Traveling Trunk for Social Studies-2
How to integrate across subject areas-5
How to integrate across classes-2
Communication with your fellow teacher is very important-4
The Biography of Mr. Leavelle-3

Question Two:

Time Factor-5
Timing of Integrated Lessons-3
Communication of Teacher/Cross Curricular planning
Motivation-2

Question Three:

Schedule grade-level planning time for integrated unit of study
Meet together with a buddy
Podcasting

Dr. David Vawter (Differentiating instruction: Multiple intelligences and tiering)

Question One:

Differentiating types of activities or specific activities-2
The middle school brain!-9
More ideas for DI-2
Learning strategies that can be used to reach all students-4
Enhancing our recognition of what we are currently doing and how to improve upon that-2
I learned interesting, simple examples of differentiating a lesson-2
6 levels of differentiation-3
8 intelligences-2
Humor in the classroom-2
How to teach students to meet them where they are and move them forward
Learning preferences and how that affects one's ability to learn subject matter/content-4

Question Two:

I want to differentiate but I am a little uncertain about how to keep all students on task

Handling behavior/socializing after activities-4
Planning time to plan these lessons-2
We all need to try better to vary our instruction-2
How many students' needs are not being met-3

Question Three:
Prepare better
Start teaching using various learning preferences
Allow students to bring water bottles in class
Offer a summer institute and then let those attendees share w/schools in the fall

All three presenters received copious accolades from the participants. These presentations were useful and met the needs of the participants.

Year 5: In year 5, the following presentations were given:

Assessment and Bloom's Taxonomy – Dr. Bridget Coleman

Reading and Writing in the Content Areas – Dr. Tim Lintner

Mathematics Strategies and Common Core – Gloria Allen and Bobby Cue

I attended one session of the Mathematics Strategies after school sessions. These instructors are wonderful. They began with a mathematical folktale from India entitled "A Fair Division". The participants then discussed participant solutions to the problem. Mr. Cue, mathematics specialist at the Aiken HUB, then discussed how the Common Core Standards applied to this problem. Participants expressed real concern about implementing the Common Core Standards in their classrooms.

Conclusions: All presenters in the after school programs gave high quality presentations. The administration at the schools was very supportive and the teachers were all interested and involved in the activities. This portion of CE-MIST was a great success.

Objective 2: Develop pre-service, field-based experiences in teaching.

Activity 1: Develop a pre-service teacher-mentoring program where pre-service teachers adopt the role of teaching assistants.

<u>Service Learning at CE-MIST Schools</u>

(Total = 40 pre-service teachers, 581 hours of service learning at CE-MIST schools)

Undergraduate students enrolled in Deborah McMurtrie's AEDP A334 Adolescent Growth and Development classes were asked to complete a 10 - 20 hour service learning project at a CE-MIST school: Leavelle McCampbell Middle School, A. L. Corbett Middle School, or JET Middle School. During the fall and spring semesters, each pre-service teacher was matched with a classroom teacher in their content area. They were asked to mentor a young adolescent and write reflections about the experience. Over the course of the 2011-2012 school year, the 40 pre-

service teachers logged a total of **581** service learning hours. This project was sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST).

This activity was instituted the remaining years of the project. I observed one of these students at Leavelle McCampbell middle school. He interacted well with the students sitting at a table with a group of students answering any questions that they might have and generally being of use to the teacher.

Teaching Assistants at the RPSEC

Many pre-service teachers gained experience working with middle level students at the RPSEC as they assisted in classrooms throughout the school year.

Activity 2: Expansion of the middle level student program activities.

During the first year of the project, CE-Mist had one visit from each school.

Last year RPSC had the following visits:
6th grade = 2 visits to RPSEC
7th grade = 1 visit to RPSEC & 1 visit to Audubon
8th grade = 1 visit to RPSEC & 1 school-based visit (RPSC went to the school and did lessons for all students in that grade).

During this past year CE-Mist added an additional school-based visit for 7th grade.
6th grade = 2 visits to RPSEC
7th grade = 1 visit to RPSEC & 1 visit to Audubon & 1 school-based visit
8th grade = 1 visit to RPSEC & 1 school-based visit

Conclusions: Each year more visits to RPSC and to the schools occurred. This gave CE-MIST good coverage and a good presence in the Aiken area. Their presentations nationally and regionally gave them some national presence. However, their main presence is in the Aiken area. CE-MIST is known of statewide but does attain a statewide presence.

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

CE-MIST School-Based Visits

This year Darlene Smalley visited each of the CE-MIST schools and presented hands-on interdisciplinary lessons designed to prepare the students for upcoming field trips to the Ruth Patrick Science Education Center.

I observed one of these visits. Unfortunately there was a substitute teacher there who could not control the class. When I visited the service learning student, I visited the same classroom with the regular teacher in attendance. The students were well behaved and paid attention. They did not do so for Ms. Smalley and she closed the class early. She gave a well thought out presentation that was well organized. Unfortunately, the students were not motivated.

Objective 3: Empower teachers to work with students scoring below basic.

Activity 1: Identify below basic students and focus enrichment activities on them.

Activity 2: Provide professional development strategies for working with below basic students.

As in earlier years, this is being covered in courses and workshops. This activity has been expanded to include asking for TILT lesson plans to include information to address diverse learners.

Goal 2: Providing hands-on, inquiry-based, research-supported programs.

Objective 1: Engage middle level students in enrichment programs.

Activity 1: Engage middle level students in hands-on, inquiry-based, research-supported programs offered at the RPSEC.

CE-MIST Student Programs Visits at the RPSEC

In one year over 4200 students visited RPSEC to participate in student programs. A similar number visited in each year.

1) Grade 6- Ancient Sky Lore, Hiker, Polygon Puzzle- 1136
2) Grade 6- Blown Away, Circuit City, May the Force Be With You- 1180
3) Grade 7- Probing the Periodic Table, Chemicals Matter, To the Moon and Beyond- 951
4) Grade 8- Follow the Drinking Gourd, Rockin' & Rollin', Are You Dense?- 933

These programs were offered each of the five years of this grant. I observed many of these programs and they were of very high quality.

CE-MIST Student Program Visits at Audubon (STEP)

In one year 1044 seventh grade students traveled to the Silver Bluff Audubon Center for hands-on lessons related to aquatic ecosystems. I visited one of these activities. The day I observed it was raining hard. Students usually visit the pond at the center to gather samples and observe the fauna. Even in the pouring rain many students accompanied Dr. Senn to the pond to gather samples for all students. Tara Jenkins did an excellent job leading the students in all the activities in which they participated. It was interesting to note that the chaperoning parents were all caught up in the activities and wanted to participate.

Activity 2: Expansion of the middle level student program activities.

During the first year of the project, each partner school visited RPSC once.

Last year the number of visits increases as follows:
6th grade = 2 visits to RPSEC

7th grade = 1 visit to RPSEC & 1 visit to Audubon
8th grade = 1 visit to RPSEC & 1 school-based visit (we went to the school and did lessons for all students in that grade)

During the later years CE-Mist added an additional school-based visit for 7th grade.
6th grade = 2 visits to RPSEC
7th grade = 1 visit to RPSEC & 1 visit to Audubon & 1 school-based visit
8th grade = 1 visit to RPSEC & 1 school-based visit

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

CE-MIST School-Based Visits

Darlene Smalley visited each of the CE-MIST schools each year and presented hands-on interdisciplinary lessons designed to prepare the students for upcoming field trips to the Ruth Patrick Science Education Center. Each year approximately 380 students were served.

Conclusions: Objective one was accomplished and accomplished well. The activities kept the students engaged and were well planned. Over 26,000 students were served during the tenure of funding for this Center. I doubt if any other center has served as many middle school students.

Objective 2: Develop Interdisciplinary Units and Traveling Trunks.

Activity 1: Develop Thematic Interdisciplinary Units of Instruction that will be used with students at the target schools.

Activity 2: Develop "Traveling Trunks" of materials to be used with the Themed Interdisciplinary Units. (TILTS)

A list of all trunks developed to support thematic units is below:

Grade 4:

Heading West

Grade 4

Headin' West-

Grade 6:

Ancient Egypt
Ancient Greece
Ancient Rome
Medieval Times
The Great Wall of China
James Matthews Legare: An Aiken Poet and Inventor

Grade 7:
The Holocaust
Mission Impossible: The Vietnam War
The Triangle Shirtwaist Factory Fire & The Industrial Revolution

Grade 8:
Edgewood
Shake, Rattle & Roll: The Great Charleston Earthquake of 1886
SC History and the Cold War
Native American Culture
A Poet, A Potter, and A Slave: What David Drake Can Teach Us

Conclusion: Fifteen Travelling Trunks have been developed and are being used by schools. They have been demonstrated and publicized at many professional meetings. All are available for rent through the Ruth Patrick Science Education Center. These trunks are of high quality and educational use. This Goal has been well attained.

Goal 3: Developing an influential constituency for the Center.

Objective 1: Develop an influential constituency for the CE-MIST.

Activity 1: Establishment of an advisory board.

12/01/2011 Advisory Committee Meeting: The meeting opened at 12:30 pm with lunch. Seventeen persons attended including the evaluator, Dr. Fred Splittgerber from USC-C, Deborah McMurtrie, Dianne Nicholson and Gary Senn from the CE-MIST staff and twelve members of the participating schools' staffs. The following topics were covered:

1. Traveling Trunks Update:
    a. Unit plans for the Traveling Trunks 2011 are due today. The Review Panel meets on 12/5/2011 and results will be announced soon after.
    b. In 2012, Traveling Trunks must be aligned with the Common Core rather than the SS State Standards.
    c. Assessment must be added to the rubric for 2012.
    d. Competition for the 2012 Traveling Trunks should be more competitive.
2. Aiken Writing Project:
    a. National funding for the Aiken Writing Project has been reduced.
    b. Samples of student work and impact data is needed now to assist in obtaining outside funding.
    c. Funding is being sought from local business and industry.
3. CE-MIST Research Agenda: The staff wants to measure both teacher and student impact. Small groups were formed and each brainstormed the best assessments for this. The following suggestions were made:

    a. Pre- and Post- testing

b. Formative and summative assessment
c. Holistic, authentic
d. Emphasis on literacy
e. Vocabulary
f. Reading and writing across the curriculum
g. Respond to Essential Questions
h. Post Essential Questions online and have students blog
i. Project-based
j. Rubrics
k. Graphic organizers, KWL charts, anchor charts

It was decided to offer both pre and post tests to both control and experimental groups for each trunk. Paired t-tests on the scores on the pre and post tests will be performed to determine if students actually learned from the trunk materials, to test whether the control and experimental populations were the same, and whether the gains from the experimental group were different from the control groups. It was suggested that such data could be used to show the usefulness of the Traveling Trunks and to find a publisher and distributor for the Trunks. All participants chimed in with suggestions for this research including some who warned that the trunks taught so much than only one or two items could be tested on each topic.

4. We discussed ways that we could formally measure the Traveling Trunks' impact on students. Suggestions included:
   a. Content knowledge
   b. Student engagement
   c. Discipline referrals
   d. Attendance records
   e. Interest inventories including Grade 8 "Explore" testing
   f. IGP career cluster trends, longitudinal

5. A list of CE-MIST Presentation was given including four at the SC Middle School Conference, one at the National Middle School Conference and other presentations at SEPA, CNTA and SERPoMLE. Information about CE-MIST was published in the International Conference on Research in Science and Mathematics Education, 2011.

6. Each school was polled on their successes and challenges with the Traveling Trunks and other aspects of this project. Generally the comments were positive. One school has implemented a rotation to appoint members of this Advisory Council so as to make more teachers aware of this project and to broaden participation.

3/22/2012 Advisory Committee Meeting: Ten teachers attended as well as Paula Gregg, Fred Splittgerber, David Virtue, Lynne Rhodes, and the evaluator.

Four trunks were presented at the South Carolina Middle School Conference March 2 – 4, 2012. The trunks presented were "Shake, Rattle, and Roll", "Medieval Times", "Technical Writing in Mathematics", and "RAFTing with Raptors: Informational Text & Common Core". These talks

were well attended and well received leading to requests for the trunks from Horry County and a university.

Again requests were made for student work samples and impact data. Ms. McMurtrie will complete a doctoral dissertation analyzing this data. A qualitative study is also being completed on the service learning of pre-service teachers in this project.

The CE-MIST website, http://rpsc.usca.edu, has been updated . The CE-MIST is now a link on the National Writing Project website. Additional publicity and recognition comes from a USC-A undergraduate developed video about the making of the Edgewood trunk.

With external funding decreasing this year, the Center staff requested input on how to handle the traveling trunks this year. Some questions posed were: Should the number of trunks developed be reduced?, Should the materials budget for each trunk be reduced?, or should the stipends for teachers be reduced? Suggestions from the board were: "Obtain funding from local industry.", "Partner with David Virtue's class in the development of the trunks." The cost of a trunk is approximately $1800.00.

Comments:

1. Pre-service visits to participating schools is proceeding apace. The pre-service teachers are seeing connections from their USC-A classes to an in-service classroom.
2. One participating school received the Palmetto Gold classification.
3. One participating school received the Palmetto Silver classification.
4. These items demonstrate how the CE-MIST is positively affecting both the participating schools and the pre-service program at USC-A.

10/13/2012: CE-MIST Advisory Council Meeting:

1. Eleven persons (non-staff)attended this meeting.
2. Four Traveling Trunk Mini Grants were funded for $800 each. New participants were invited to participate. The traveling trunks now include the Common Core Standards.
3. The Aiken Writing Project has funding for Traveling Trunks.
4. David Virtue taught an Integrated Curriculum at the Middle Level course in which the Traveling Trunks were used.
5. Information about upcoming conferences was given.
6. Admission tours were again given for rising eighth graders. These are given during the USCA spring break. Both the schools and USCA are pleased with these tours.
7. Three undergraduates were awarded Magellan scholarships. As part of their scholarships, they will develop a Traveling Trunk. The scholars are meeting with teachers to make certain that their trunk is appropriate and useful.
8. Share Time: All schools are pleased with this project and want it to continue. Students enjoy what CE-MIST offers.

2/12/2013 CE-MIST Advisory Council Meeting:

1. Traveling Trunks Update: This year there are 10 CE-MIST Traveling Interdisciplinary Literacy Trunks in process:
    a. Four TILTs in partnership with the Aiken Writing Project:
        1. Native American Culture (Busbee Corbett, Grade 8)
        2. Simple Machines (Carver Edisto Middle, Grade 6)
        3. The Survival of the Fittest (New Ellenton Middle, Grade 8)
        4. Headin' West (Greendale Elementary, Grade 4)

    b. Four TILTs in partnership with Hampton County Schools:
        1. Jessica Ginn, Twyla Kelly, and Diane Stanley (Grade 2)
        2. Robbie White (Grade K-6)
        3. Terry Bryant and Nancy Thomas (Grades 5-6)
        4. Ilangeswaran Marimuthu and Ushadevi Muthukrishnan (Grades 7-8)

    c. Two TILTs through Dr. Tom Mack and his three Magellan Scholars
        1. James Matthew Legare: An Aiken Poet and Inventor
        2. A Poet, A Potter, & a Slave: What David Drake Can Teach Us

2. Two Summer Institutes are planned in 2013:
    a. The Aiken Writing Project Summer Institute will be held on June 10-13, 17-20, and 24-27 (Monday-Thursday, 9:00 AM – 1:00 PM) and will offer 3 hours graduate credit. The deadline to apply is April 1, 2013. The AWP application is posted on the CE-MIST website.
    b. The CE-MIST Summer Institute will be held on July 8 & 9 (two full days with lunch and stipends provided). The presenter will be Dr. Jennifer Richards. Registration information will be posted on the CE-MIST website soon.

3. Six CE-MIST sessions will be presented at the South Carolina Middle School Conference (Myrtle Beach) on March 2, 2013:
    a. Session II (12:00 – 12:45) Ancient Egypt: A CE-MIST TILT (Busbee Corbett Grade 6)
    b. Session III (1:00 – 1:45) The Triangle Shirtwaist Factory Fire & The Industrial Revolution: A CE-MIST TILT (Busbee Corbett Grade 5)
    c. Session IV (2:00 – 2:45) Landform Regions of South Carolina: A CE-MIST TILT (Busbee Corbett Grade 8)
    d. Session IV (2:00 – 2:45) Traveling Trunks: Three USCA Undergraduates (Magellan Scholars)
    e. Session V (3:00 – 3:45) Bullying 101: Advocacy for the Victims (Pre-service teacher)
    f. Session VI (4:00 – 4:45) TILTing Back in Time to the Holocaust (Leavelle Grade 7)

4. Gary Senn, Deborah McMurtrie, and Bridget Coleman had a CE-MIST-related article published in AMLE's January 2013 edition of the *Middle School Journal*. The article is entitled RAFTing with Raptors. It has a focus on infusing writing across the curriculum, linking Science and Language Arts.

5. Extending CE-MIST
    a. This semester the pre-service teachers' service learning placements have been expanded to include Leavelle McCampbell, Corbett, JET, and Ridge Spring Monetta.
    b. This year we partnered with Hampton County to create four TILTs. In addition, two Hampton County teachers requested and brought their Grade 5 and Grade 6 students to attend CE-MIST student programs at the RPSEC.
    c. Magellan Scholars: Two TILTs completed
        1. James Matthew Legare: An Aiken Poet and Inventor
        2. A Poet, A Potter, and a Slave: What David Drake Can Teach Us

6. Share Time: Successes and Challenges; Ideas Moving Forward
    a. Corbett Middle School shared that Dr. Lintner's professional development session on writing across the curriculum tied in nicely with Common Core training provided by the district.
    b. JET Middle School shared that they will definitely plan to continue to bring their students to the RPSEC and Audubon for programs after the funding for transportation ends. They especially appreciate the way CE-MIST gets their input before planning the upcoming year's professional development, to be sure that the topics are relevant and needed.
    c. Leavelle McCampbell shared that they were nervous and excited to be presenting at a conference for the first time. They are regularly using the TILTs housed at their school. Their challenge is a lack of common planning time and recent staff turnover. The school board will vote soon on the issue of building a new Leavelle McCampbell Middle School to replace their 93-year old building.

Conclusion: The CE-MIST Advisory Council is well established. Having observed other advisory groups, I can state that this is one of the best. They are involved, make suggestions, are enthusiastic about the existence of CE-MIST, and attendance is high. This activity is accomplished.

Activity 2: Establishment of the CE-MIST Advisory Council.

This council is established and working effectively.

CE-MIST Advisory Council

A. L. Corbett Middle
Dr. Debbie Black dblack123@aiken.k12.sc.us
Jennifer Craig jcraig@aiken.k12.sc.us
Tami Garvin tgarvin@aiken.k12.sc.us
Jeni Lambert jlambert@aiken.k12.sc.us

JET Middle School
Stephen Hampton sphampton@edgefield.k12.sc.us

Gloria Jackson gjackson@edgefield.k12.sc.us
Judy Turner jturner@edgefield.k12.sc.us
June Wall jwall@edgefield.k12.sc.us

Leavelle McCampbell Middle School
Dr. Lloydette Young LYOUNG@aiken.k12.sc.us
Latonia Evans latoniae@aiken.k12.sc.us
Allison Lunsford alunsford@aiken.k12.sc.us
Marsha Peacock mpeacock@aiken.k12.sc.us

CE-MIST
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Deborah McMurtrie DeborahMc@usca.edu
Dr. Lynne Rhodes lynner@usca.edu
Dr. Gary Senn SennG@sc.edu
Dr. Fred Splittgerber fredusc@sc.rr.com

Other
Dr. David Virtue VIRTUE@mailbox.sc.edu
Dr. Paula Gregg pgregg@che.sc.gov

Activity 3: Work with local school districts.

During Advisory Committee meetings, I conduct an informal focus group with attendees. All are enthusiastic about their relationship with CE-Mist and RPSEC. This demonstrates the close working relationship with the local school districts.

Objective 2: Ensure that CE-MIST continues after funding from the state ends.

Activity 1: Internal funding support for CE-MIST.

Dr. Senn has announced a commitment from USC-Aiken to continue this project and to provide Funding for several positions to continue this work.

Activity 2: External funding support for CE-MIST

Currently CE-Mist is collecting data on the success of the travelling trunks to use to secure funding from business and industry.

Activity 3: Continue strong relationship with the advisory board and the coordinating committee.

Observation and discussions with advisory committee members demonstrates a good strong working relationship with the school districts. One principal was very vocal about the flexibility that this project demonstrates in working with his school.

Goal 4: Achieving a position of leadership in the state

Objective 1: Develop and model a strong program.

Activity: Develop and model a strong program.

In the proposal, Goal 1 is used to support this. Goal 1: Developing and modeling exemplary teacher training programs. CE-Mist has also disseminated information about interdisciplinary teaching. The first two benchmarks have been met, but have not had pre service teachers included directly in presentation.

Additionally, the website, http://rpsec.usca.edu/CE-MIST/ has been established.

Objective 2: Disseminate information about interdisciplinary teaching.

Activity 1: Establish a presence at statewide conferences through conference presentations.

CE-MIST Presentations at South Carolina Middle School Association (SCMSA) State Conference on March 3, 2012

(Total = 105 plus 8 presenters)

Professional development activities for teachers at the three CE-MIST partner schools included opportunities to attend statewide conferences such as the South Carolina Middle School Association conference in March. This year, four groups of teachers from A.L. Corbett Middle School presented four sessions at the SCMSA conference. The sessions included Shake, rattle, & roll: A CE-MIST interdisciplinary unit exploring the Great Charleston Earthquake of 1886; RAFTing with raptors: Using informational text to connect science and ELA Common Core standards; Medieval times: A CE-MIST interdisciplinary unit; and Technical writing in mathematics: A CE-MIST interdisciplinary unit. These activities were sponsored by the Center of Excellence in Middle-level, Interdisciplinary Strategies for Teaching (CE-MIST). CE-MIST is funded by the South Carolina Commission on Higher Education. The sessions were:

1) Shake, Rattle, & Roll: A CE-MIST interdisciplinary unit exploring the Great Charleston Earthquake of 1886- 47 participants
2) RAFTing with raptors: Using informational text to connect science and ELA and meet Common Core standards- 14 participants
3) Medieval times: A CE-MIST interdisciplinary unit- 21 participants
4) Technical writing in mathematics: A CE-MIST interdisciplinary unit- 23 participants

CE-MIST Presentations at Association for Middle Level Education (AMLE) National Conference on November , 2012

(Total = 81 participants)

This year, Bridget Coleman and Deborah McMurtrie presented two sessions at the Association for Middle Level Education's (AMLE) national conference in Louisville, KY. These sessions highlighted activities related to CE-MIST. The sessions were:

1) Early field experiences for pre-service teachers- 7 participants
2) Engaging young mathematicians with digital tools to increase conceptual understanding-74 participants

SCSMA 2013:

Ancient Egypt: A CE-MIST TILT (Traveling Interdisciplinary Literacy Trunk)
In this unit, sixth grade students research the climate and papyrus plants of ancient Egypt. They look for simple machines in ancient Egyptian inventions and construct a pyramid, then measure its sides, angles, and surface area. They design an Egyptian temple using line and rotational symmetry, create an illustrated alphabet of Egyptian hieroglyphs, and design an Egyptian death mask. Join us as we share our experience working with the Center of Excellence in Middle-Level, Interdisciplinary Strategies for Teaching (CE-MIST) program at the University of South Carolina Aiken. We will discuss the process we used to create our school's TILTs (Traveling Interdisciplinary Literacy Trunks) and we will show you our completed trunk on Ancient Egypt. Participants will receive access to CE-MIST resources and tools including sample interdisciplinary unit plans and templates to make your own TILTs.

The Triangle Shirtwaist Factory Fire & the Industrial Revolution: A CE-MIST TILT (Traveling Interdisciplinary Literacy Trunk)
What were the causes of the Industrial Revolution and how did it change the course of history? What was the cost of a safe work environment and equal wages? Join us as we share our experience working with the Center of Excellence in Middle-Level, Interdisciplinary Strategies for Teaching (CE-MIST) program at the University of South Carolina Aiken. We will discuss the process we used to create our school's TILTs (Traveling Interdisciplinary Literacy Trunks) and we will show you a completed trunk with hands-on activities such as designing tables, timelines and graphs that are representative of workers' pay scales, work shifts, productivity, and labor conditions during the Industrial Revolution. Participants will receive access to CE-MIST resources and tools including sample interdisciplinary unit plans and templates to make your own TILTs.

Landform Regions of South Carolina: A CE-MIST TILT (Traveling Interdisciplinary Literacy Trunk)
Are you looking for a motivational, interdisciplinary unit that aligns with Common Core standards? Join us, the 8th grade team of A. L. Corbett, as we share our experience working with the Center of Excellence in Middle-Level, Interdisciplinary Strategies for Teaching (CE-MIST) program at the University of South Carolina Aiken. We will discuss the benefits of interdisciplinary teaching and the process we used to create our school's TILTs (Traveling Interdisciplinary Literacy Trunks). We will show you a completed trunk with hands-on activities and examples of student work related to Landform Regions of South Carolina. Participants will receive access to CE-MIST resources and tools including sample interdisciplinary unit plans and templates to make planning easier! It is our hope that you leave with an interdisciplinary unit that you will find useful and be able to implement in your classroom and school.

TILTing Back in Time to the Holocaust: A CE-MIST Traveling Interdisciplinary Literacy Trunk

Don't have time to plan for a cross-curricular unit? We have the solution for you! Join us as we share our experience working with theCenter of Excellence in Middle-Level, Interdisciplinary Strategies for Teaching (CE-MIST) program at the University of South Carolina Aiken. We will discuss the process we used to create our school's TILTs (Traveling Interdisciplinary Literacy Trunks) and we will show you a completed trunk with hands-on activities and children's literature related to the Holocaust. Participants will receive access to CE-MIST resources and tools including sample interdisciplinary unit plans and templates to make planning easier!

Traveling Trunks: Mobile Multidisciplinary Middle School Curriculum Units by Three USCA Undergraduates
Through the Magellan Scholars program, three English majors at the University of South Carolina Aiken developed two portable multidisciplinary curriculum units, one on enslaved potter David Drake (language arts, science, social studies, and visual arts) and the other on South Carolina poet and inventor James Legare (language arts and science). The completed trunks will be housed at the Ruth Patrick Science Education Center's Traveling Science department, where they will be available for teachers to check out, free of charge. This session is presented in partnership with the Center of Excellence in Middle-Level, Interdisciplinary Strategies for Teaching (CE-MIST) program at the University of South Carolina Aiken.

Bullying 101: Advocacy for the Victims
Every seven minutes a child is bullied in the schoolyard! Statistics show that adults only intervene 4% of the time. Come explore how educators can make a difference. This session is presented in partnership with the Center of Excellence in Middle-Level, Interdisciplinary Strategies for Teaching (CE-MIST) program at the University of South Carolina Aiken.

Activity 2: Establish a website as a means of disseminating CE-MIST activities.

This website has been developed and people are using it. It would be nice to have access to Google Analytics information about usage of this site. The CE-MIST website, http://rpsc.usca.edu, has been updated . The CE-MIST is now a link on the National Writing Project website. Additional publicity and recognition comes from a USC-A undergraduate developed video about the making of the Edgewood trunk.

Publications:
Luedeman, John and Senn, Gary J (, Center of Excellence in Middle-level, InterdisciplinaryStrategies for Teaching, *Proceedings of the 2010 Hawaiian Educational Conference*.

McMurtrie, D. & Senn, G. (2013). Building synergy: A successful university-middle school partnership. *South Carolina Middle School Association Journal*, 1-10. Available: http://www.scmsa.org/files/Journal/2012-2013/McMurtrieSenn-BuildingSynergy.pdf

Senn, G., McMurtrie, D., & Coleman, B. (2013). RAFTing with raptors: Connecting science, English language arts, and the Common Core State Standards. *Middle School Journal*, *44*(3), 52-55.

Senn, G., Coleman, B. & McMurtrie, D. (2010). Using an interdisciplinary trunk to facilitate interdisciplinary planning among teachers. *South Carolina Middle School Association Journal*, 71-80. Available: http://www.scmsa.org/files/Journal/2010-2011/SennColemanMcMurtrie-UsinganInterdisciplinaryTrunk.pdf

Conclusion: These presentations and publications demonstrate that a statewide presence has been developed. This goal has been attained.

Goal 5: Developing a detailed research agenda

Objective 1: Compile an understanding through a literature review.

Activity: Review literature on current issues and trends in Middle Level Education and reading in the content areas.

The literature review was completed in Year One.

Objective 2: Develop a research agenda.

Activity 1: Further develop a set of research questions to guide research activities.

Activity 2: Develop and implement a research and analysis plan.

One can read the report of the Advisory Committee's meetings for any year to see the ideas that were developed to guide and implement a research and analysis plan. Special emphasis will be on the Traveling Trunks to use the results to obtain outside funding.

Objective 3: Application of Research findings.

Activity 1: Incorporate findings into professional development.

The professional development offered by this project is well thought out and follows guidelines for effective professional development published in many journals.

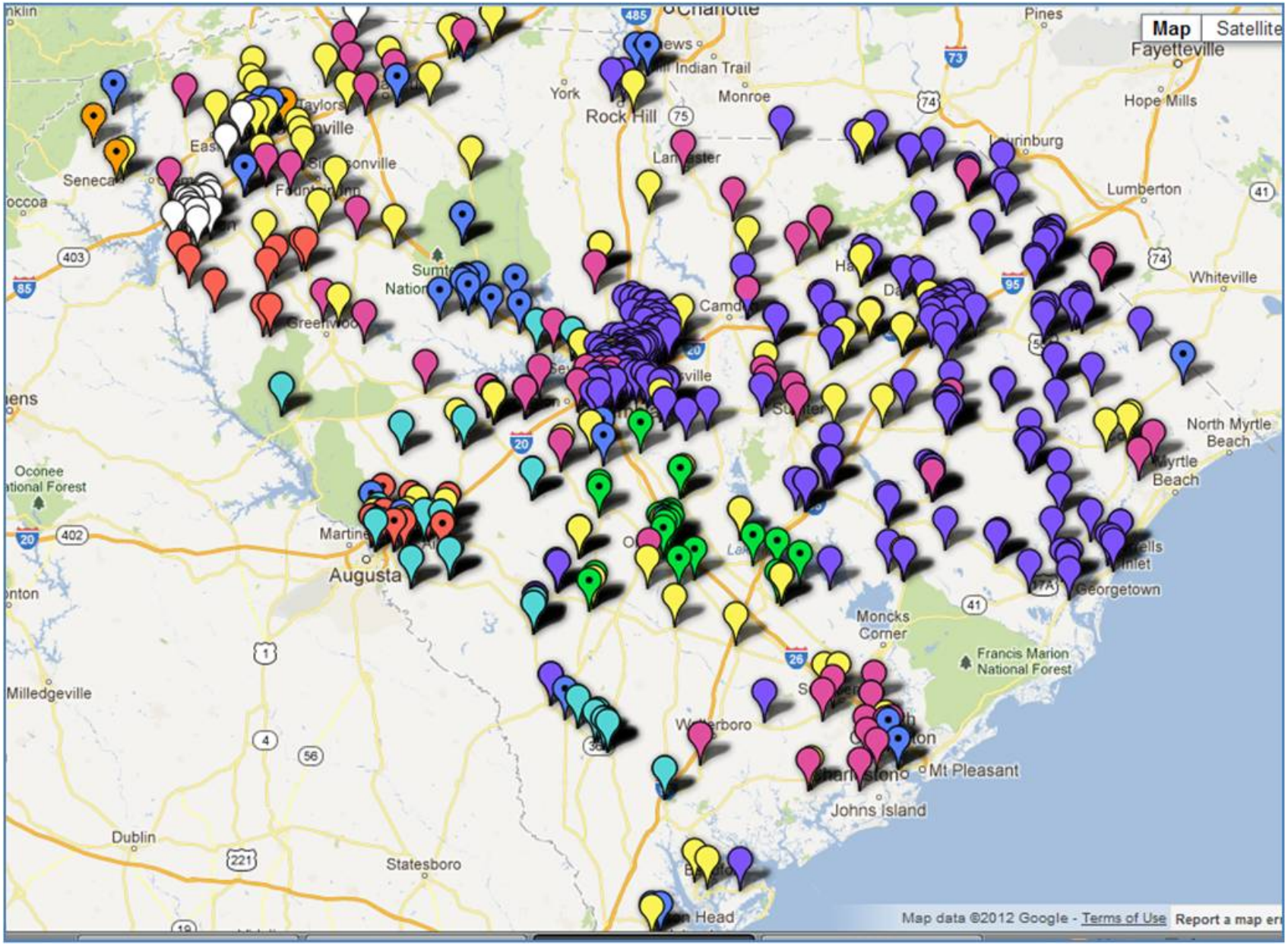
Conclusions: Some of the findings of this project have been published in refereed journals.

Overall conclusions: This project is a success, an outstanding success. All goals have been attained although the future of CE-MIST is funded by USC-A. The PI applied for several NSF grants to continue this project but, unfortunately, was unsuccessful. . It would have been interesting to have a wider geographical area served and it will be through the TILTS. Each year they added more schools and worked with more districts. CE-MIST served both teachers and students. The number served each year as well as over the five year tenure under SCCHE funding is listed below:

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	5 YR TOTAL
NUMBERS OF PEOPLE						
Number of students- RPSEC	3,075	3,942	5,301	5,244	5,371	22,933
Number of students- Lessons at schools	0	128	374	380	345	1,227
Number of teachers- PD at schools	368	314	256	262	181	1,381
Number of teachers- Summer Institute	18	40	59	39	29	185
Number of pre-service teachers	41	46	40	40	31	198
PROGRAMS FOR STUDENTS						
Number of student programs- RPSEC	45	60	75	90	90	360
Number of student programs- School-Based	0	6	18	18	18	60
PROGRAMS FOR TEACHERS						
Number of teacher workshops	12	14	9	12	8	55
Number of TILTs created for schools	0	7	7	6	0	20
Number of TILTs created for Traveling Science	0	0	6	0	9	15
PROGRAMS FOR PRE-SERVICE TEACHERS						
service learning hours at CE-MIST schools	412	713	654	581	389	2,749
PROGRAMS FOR THE PUBLIC						
Number of conference presentations	0	0	3	4	9	16
Number of conference presentation participants	0	0	42	113	194	349
Number of papers published	0	0	1	0	2	3
OTHER						
Number of Advisory Board meetings	2	2	2	2	2	10

NOTE: A student participating in CE-MIST activities in grades 6, 7, and 8 will have attended 19 different hands-on programs (15 at RPSEC, 3 at Audubon, and 1 school-based)

Centers of Excellence – ALL Active Centers
Schools Receiving Professional Development



EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name:	**Center of Excellence to Prepare Teachers of Children of Poverty**
Current Fiscal Year:	**2013-14**
Current EIA Appropriation:	**$350,000**

Name of Person Completing Survey and to whom EOC members may request additional information:

	Tammy Pawloski
Mailing Address:	**Francis Marion University** **P. O. Box 100547** **Florence, SC 29502**
Telephone Number:	**843.661.1475**
E-mail:	tpawloski@fmarion.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

X was funded last fiscal year by general or other funds

__ is a new program implemented for the first time in the current fiscal year

__ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

2013-2014 Appropriation Act:

Part 1B section 1A H63-Department of Education-EIA

Proviso 1A.37

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Proviso 1A.37 of the 2013-14 General Appropriations Act

1A.37. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Regulation(s):

NONE

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

__X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long-term Mission:

The mission of the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty is to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and the professional development of in-service teachers.

Goals:

1. Design and implement pre-service teacher education programs that attract qualified applicants and enable graduates to effectively teach children of poverty.

2. Provide high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty.

3. Equip teachers with the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state.

4. Become the premier resource for helping teachers learn how to provide a high quality education to all children of poverty.

2012-13 Objectives (Proviso):

- Expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities.

- Develop a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Prior fiscal year activities that support achievement of project objectives:

Programmatic Foundation:

Program Planning, Development, and Oversight Task Force and Advisory Committee: A Task Force, and specialized subsets of the group, plans and evaluates the on-going design and implementation of all project activities. These groups are convened formally and informally to ensure collaboration among representative stakeholders.

Teacher Education Program Standards for Teachers of Children of Poverty: Francis Marion University School of Education programs and courses are continuously revised to reflect new understandings about the needs of children of poverty. A set of six 'Standards for Teachers of Children of Poverty' are infused into all programs of study and are a strong focus of the unit's NCATE/CAEP accreditation review. Program committees are provided with Center of Excellence teacher candidate data that can be used to explore the impact of instruction as it relates to these research-based standards.

Center of Excellence Scholars: Plans for an 'FMU Center of Excellence Scholars' designation that would be conferred at graduation to candidates who complete additional study as established by the program has been developed. Permanent funding will be used to support implementation.

Recruitment: A recruitment plan has been developed to identify and attract qualified and interested teacher candidates. This includes special outreach to, and activities for, Teacher Cadets enrolled in high school programs around the state. The Center works with the Center for Educator Recruitment, Retention, and Advancement (CERRA) to increase statewide awareness of the specialized teacher preparation available for pre-service teachers and graduate students in education at Francis Marion University.

Add-On Certification Task Force: Convened beginning in October, 2010, this group of 25 stakeholders worked to develop the proposals for Add-On Certification and Endorsement for Teachers of Children of Poverty that was approved by the South Carolina State Board of Education and became law in June, 2012. The Task Force, or specialized subsets of the group,

continues to work toward marketing the new certification opportunities across the state. The work of this group is shared with the State Department of Education and the SC Education Deans Alliance, and, upon request, the Center of Excellence provides informational sessions for sister higher education institutions interested in providing similar coursework upon request.

Research Agenda

Collaborative Research Studies: A research agenda, based on consensually-identified teaching and learning questions, connects educators around the state with one another. The Center regularly is called upon by stakeholders to provide research to support their new or ongoing studies, and districts and schools often engage the Center as partners in proposals for funding, such as Race to the Top and other similar grant opportunities.

Research Consortium: The Center of Excellence Research Consortium (COERC) is convened annually to facilitate collaboration among research scholars, school district leaders and practitioners interested in studying children of poverty and best educational practices for high poverty schools. The 2013 consortium explored issues related to the use of data to inform student learning and achievement. Principles of data literacy and the uses of MAP data were featured in breakout sessions.

Mastery Test for Teachers of Children of Poverty: Because no nationally standardized assessment for teachers of children of poverty currently exists, a mastery test has been developed by the Center of Excellence. The assessment is administered each semester to FMU student teachers at the conclusion of their final semester of preparation. This data is provided to School of Education program committees so that it may be used to inform programmatic changes that will support ever-increasing success of FMU graduates as teachers of children of poverty.

Outreach

P-12 Outreach Projects: The Center supports school based initiatives designed to provide services and support for P-12 teachers of children of poverty as they seek to address identified questions related to curriculum, instruction, and assessment.

2012-13 supported projects:

Making Sense of Math	Clarendon Two
Using Nooks	Clarendon Two
Sweet Grass Basket Making	Marion
t's a Wonder	Marion
Science Comes Alive	Florence One
eLearning 4 Mini	Clarendon Two
Growing STEM	Georgetown
BA Micro-Biotic Institute	Richland Two

Higher Education Outreach Projects: The Center supports FMU faculty research initiatives designed to contribute to the literature that specifically relates to effective teaching in high-poverty schools through research with P-12 teachers of children of poverty.

2012-13 supported project:

iPads Everywhere!	Daljit Kaur, FMU School of Education

Family and Community Partnerships and Engagement: The Center, in partnership with Johns Hopkins University, uses a research-based model to equip teachers with knowledge and skills needed to work effectively with families. The model also provides districts, schools, and teachers with direction and guidance in the identification and use of community resources to meet the needs of children of poverty.

National Network of Partnership Schools (NNPS) Outreach Projects: In its role as a partner with Johns Hopkins University's National Network of Partnership Schools, the Center supports school-based initiatives that support the efforts of P-12 teachers to cultivate goal-oriented family and community partnerships. This outreach project includes a competitive application process that includes initial support for proposal development along with ongoing support throughout project implementation and assessment. The process is used to equip teachers with expanded skills for identifying resources, as well as direct experience with action research.

2012-13 Supported Projects:

Save Students Against Violence	Florence One
Carver Community Read-a-thon	Florence One
Launching the Library	Florence One
Walking to a Better Future	Florence Three
Panther Career & College Expo	Florence Three
Books & Basketball: Family Literature Night	Lee County
Family Math Night	Lee County
No Parent Left Behind: ELL Translation Station	Florence One
MAC – Men Achieving Character	Florence Three

Awards: The Center of Excellence was named *National Partnership Organization* by The National Network of Partnership Schools Project at Johns Hopkins University for the 6th consecutive year. The Center also provided direct support to the work of one partner school that earned the *National Partnership School* award for the 2nd consecutive year. Similarly, the Center supported the work of one partner district that became the first district in South Carolina to earn the prestigious district-level *National Partnership District* award.

Workshop/Institute Series: Workshops that feature nationally-recognized keynote speakers and a variety of concurrent sessions are offered in the Fall and Summer for teachers, teacher candidates, school leaders, researchers, community partners, and other stakeholders. The series focuses on results-driven best practices for high poverty schools and at-risk learners. Three workshops and institutes featuring six keynote addresses and 57 breakout sessions were offered in 2012-13. Together, these events provided four days of professional learning for more than 900 attendees.

Graduate and Professional Development Courses: Using a non-traditional delivery format, sustained professional development is delivered through coursework that considers the impact of poverty on academic achievement. These courses provide classroom teachers and school leaders with the knowledge and skills necessary to challenge the barriers of poverty. In order to accommodate the professional development needs of enrollees from around the state, options for graduate credit leading to Add-On or Endorsement certification, professional development graduate credit, and recertification hours are provided. In 2012-13, a total of 234 educators participated in these sustained professional development opportunities.

Professional Learning Outreach: Because of the reputation of the Center, staff members are regularly invited to conduct professional learning events in traditional and charter school settings across the state and the region, as well as at sister institutions of higher learning and at meetings convened by professional organizations. Since July 2012, Center staff delivered 15 peer-refereed scholarly papers and addresses at state and national professional conferences. More than 6600 participants attended 65 workshops facilitated by Center staff for members of the education or professional communities in South Carolina and three states.

Distance Delivery: The Center regularly uses non-traditional formats to meet the needs of activity participants. Distance and blended delivery models are used for both Graduate and Professional Development Graduate coursework, and pre-recorded videos and webinars are often used to deliver professional development outreach.

Poverty Simulation: The Center facilitates opportunities for educators, social workers, and others interested in better understanding the challenges faced by families and children living in poverty to participate in the 'Missouri Community Action Poverty Simulation.' Not a game, this half-day activity is designed to sensitize participants to the overwhelming impact of poverty on the ability to manage daily living. Since July 2012, four sessions of this acclaimed simulation event have been delivered to educators, teacher candidates, and community members.

Faculty Seminars: The Center annually hosts a venue for FMU faculty to showcase research, readings, and experiences as they relate to teaching children of poverty. Grant writing strategies and opportunities for FMU School of Education faculty were studied in Fall 2012, and the intersection among cognitive effects arising from poverty, non-traditional learning patterns, and brain dysfunctions was the subject of the Spring 2013 seminar.

Model School Project: An action research model is used to guide sustained professional learning activities that are conducted with total school faculties that are interested in considering issues of importance to teachers of children of poverty. In 2012-13, Center staff led the faculty of Green Sea Floyds High and Middle Schools, both with poverty indices of over 85%, in a structured year of professional study. Approximately 70 teachers and school leaders used an action research model to explore best practices for high-poverty schools. An aggressive research agenda based on Thomas Guskey's Model for Evaluating Professional Development was used to understand the impact of this professional development on teachers, school culture, and students. In addition, academic achievement, student attendance and behavior, along with family partnerships and teacher perceptions, were studied.

Publications

Center Website: (www.fmucenterofexcellence.org) Designed to recognize existing expertise and build local capacity, the site houses electronic resources appropriate for experienced and novice teachers of children of poverty, researchers, policy makers, and other stakeholders. Also used to market the activities of the Center, the website is updated regularly to include the changing menu of activities and events available to educators. Recent Google Search data rank the Center as 7th worldwide for relevance for the single search term "poverty.' The Center has eight phrases in the top five results or "top fold" of items that can typically be viewed without having to scroll down through search results. Web traffic in the month of July alone identified over 4600 unique visitors to the Center website and more than 6500 repeated visitors.

Health Resources Manual: The Center publishes annually its ***Health Resources Manual*** that provides health information that teachers statewide may access to support the health needs of children of poverty. The 2012-13 manual is divided into 10 sections representing 10 areas of health concerns and includes 282 vetted health resources.

Resource Library: The Center houses a lending library of resources relevant to the education of children of poverty. Holdings are continuously expanded to support educators' needs for current research-based resources. The library currently includes 406 videos, books, and other print resources.

Position and Policy Papers: The Center publishes white papers on critical issues pertaining to the education of children of poverty. Authors for these papers are solicited from university faculty, researchers, legislators, and policy analysts.

On-Line Journal: The Center publishes ***Teaching Children of Poverty (TCOP),*** an on-line journal for teachers of children of poverty.

Center Newsletter: The Center publishes a quarterly newsletter annually that features items of interest sponsored to teachers of children of poverty. Distributed statewide to all school districts, the newsletter is used to showcase best practices and to advertise Center events.

PLANNED CHANGES FOR CURRENT FISCAL YEAR:

All current activities will continue as described above.

NEW ACTIVITIES PLANNED FOR CURRENT FISCAL YEAR:

Outreach

The Center of Excellence has been charged with *providing "statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities."*

To that end, the Center will:

- Expand outreach offerings to engage educators from additional regions of South Carolina, and market Center activities specifically to South Carolina Federal Priority Schools.
- Expand coursework delivery to include additional non-traditional delivery methods, including intensive summer instruction followed by required field work during the academic year and a hybrid delivery format that includes face-to-face, synchronous and asynchronous delivery.
- Identify and engage new teacher partners in intensive professional learning outreach coupled with aggressive, classroom-based action research designed to identify most effective 'teacher moves' that yield student and school success.
- Expand offerings of professional learning opportunities via distance and hybrid delivery, weekend college, or other non-traditional and alternative learning opportunities.

- Explore interest in and support for a Master's Degree in Education with a major in Teaching Children of Poverty at Francis Marion University within the School of Education and the University, at large.
- Identify and engage new school partners in school-based professional learning activities, coupled with aggressive, school-based research that studies the impact of Center strategies on student and school success.
- Convene collaborative events in which higher education institutions are invited to partner with school leaders to identify and study issues related to teaching children of poverty.

Add-On Certification and Coursework

The Center of Excellence has also been charged with *"developing a sequence of knowledge and skills and a program of study for add-on certification for teachers specializing in teaching children of poverty."*

To that end, the Center will:

- Use the Add-On and Endorsement Certification for Teachers of Children of Poverty legislation to inform the revision of all relevant coursework, support documents, and assessments, including a portfolio for Add-On Certification candidates.
- Expand delivery of coursework at Francis Marion University leading to the Add-On and Endorsement Certification for Teachers of Children of Poverty.
- Expand efforts to make coursework widely available for teachers across the state, specifically via distance and non-traditional delivery.
- Produce and distribute new pre-recorded videos, podcasts, or webinars, or facilitate face-to-face events that increase awareness of the work of the Center of Excellence, specifically in terms of the Add-On and Endorsement and Certification for Teachers of Children of Poverty. Offer on-going support for sister institutions of higher education that express interest in developing proposals to offer coursework leading to this licensure. Offer working sessions for institutional teams and continue to serve in an advisory capacity to those that seek approval of coursework leading to Add-On Certification and Endorsement.
- Continue efforts to create collaborative partnerships with other institutions of higher education that share an interest in research and practice as it relates to best practices for high poverty schools.
- Explore marketing options for Add-On Endorsement and Certification for Teachers of Children of Poverty. *(Private financial pledge of support for marketing plan secured.)*

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

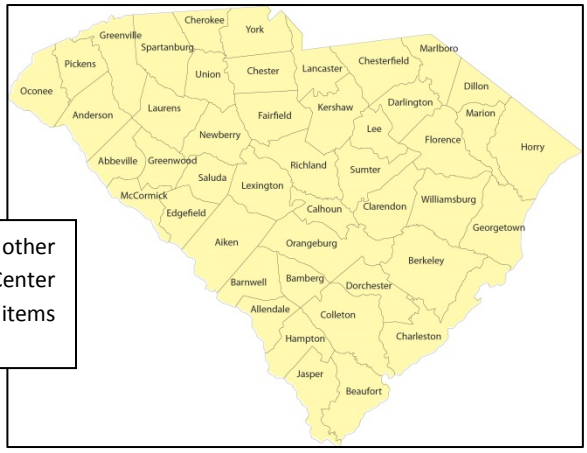
Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

DIRECT PRODUCTS AND SERVICES (outputs)

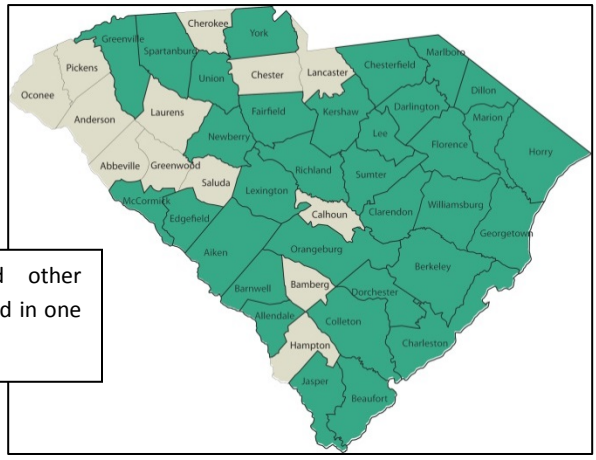
TOTAL NUMBER OF ACTIVITIES:	**239**
TOTAL NUMBER OF PARTICIPANTS ACROSS ALL ACTIVITIES:	**16,191**

Distance Outreach by South Carolina County **46**



Counties in which teachers and other stakeholders had electronic access to Center activities and resources, including such items as website resources and newsletters.

Direct Participation by South Carolina County **33**



Counties in which teachers and other stakeholders have directly participated in one or more Center events or activities.

Task Force and Advisory Committee

Number of meetings	1
Number of participants	4

Standards for Teachers of Children of Poverty

Number of courses using standards	31
Number of participating faculty	24
Number of students impacted	1,234

Mastery Test for Teachers of Children of Poverty

Number of times administered	2
Number of teacher candidates assessed	46

Recruitment

Number of teacher cadet presentations	2
Number of high schools represented	22
Number of cadets attendees	212

Workshop/Institute Series

Number of workshop days held	3
Number of attendees	1,051
Number of breakout sessions offered	57
Number of student volunteers trained	30

Scholarly or Service Presentations Related to Center Agenda

Number of service presentations	65
Number of attendees	6,637
Number of scholarly presentations	15
Number of attendees	1,172

Student Awareness Meetings

Number of events held	2
Number of students in attendance	290

National Network of Partnership Schools (Johns Hopkins University) Training

Number of training sessions offered	9
Number of attendees	397

Teaching Children of Poverty Coursework

Graduate Professional Development Courses *(EDPD 525)*

Number of courses delivered	4
Number of students enrolled	92

Graduate Courses Leading to Add-On Certification *(EDUC 555)*

Number of courses delivered	4
Number of students enrolled	39

Professional Development Courses Leading to Recertification Hours

Number of courses offered	4
Number of students enrolled	103

School/District-Based Professional Development

Number of sites	36
Number of attendees	4370

South Carolina State Department of Education Collaborative Activities

Number of sessions	7
Number of attendees	680

Faculty Seminars

Number of seminars held	2
Number of faculty in attendance	31

Health Resources Manual

Local vetted resources	130
National organizations vetted	133
Professional health organizations & related national organizations vetted	19
Total resources	282

COE Student Teaching Award

Number of Student Applicants	7
Number of Awards	2

Resource Library

Number of resources housed	406

Center Newsletter

Number of published newsletters	4
Distribution range-number of districts	82

Service Projects (Bags to Beds)

Number of projects sponsored	1
Number of beds for homeless made	72
Number of participants	4,632

Outreach Projects

Number of P-12 outreach projects	8
Total amount of P-12 projects	$15,143.96
Number of higher education outreach projects	1
Total amount of Higher Education projects	$1,962.14
Number of NNPS outreach projects	9
Total amount of NNPS projects	$7,100.34

Essay Contest

Number of essays submitted	34
Number of essay readers trained	6
Number of essays recognized	2

Research Consortium (COERC)

Number of consortia convened	1
Number of attendees	37

Poverty Simulations

Number of sessions	4
Number of attendees	247

Marketing and Social Media 4

Website *(fmucenterofexcellence.org)*
Pinterest *(http://www.pinterest.com/fmucoe/)*
Facebook *(https://www.facebook.com/pages/Center-of-Excellence-to-Prepare-Teachers-of-Children-Of-Poverty/141026145936242)*
Twitter (CenterofExcel)

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

The outcomes evaluation is based on the primary goals of the Center of Excellence to Prepare Teachers of Children of Poverty. Based on those goals, the outcomes are divided into three sections: 1) Pre-Service Teacher Education Results, 2) In-Service Professional Development Results, and 3) Local, State, Regional, and National Impact Results.

PRE-SERVICE TEACHER EDUCATION RESULTS
(Goals 1, 3)

The COE uses multiple measures to evaluate implementation and impact of strategies and activities. Measures are designed to be used formatively (to inform program planning and identify areas for refinement) and summatively (to measure impact).

Pre-service education program measures are:

1. Teaching Children of Poverty Attitudes and Beliefs Survey
2. Teaching Children of Poverty Longitudinal Survey
3. Teaching Children of Poverty Mastery Assessment
4. Teaching Children of Poverty Student Teacher Focus Group
5. Francis Marion University Alumni Survey

Results from these five measures demonstrate that graduates

- Are prepared to effectively teach children of poverty (Goal 1)
- Have the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional, and physical needs of children of poverty and to serve as advocates for them in the school, community, and state (Goal 3)

Teaching Children of Poverty Attitudes and Beliefs Survey

At the end of each semester, a 13-item survey is administered in all courses that include TCOP standards. During 2012-2013, more than 690 surveys related to approximately 50 courses were collected. Table 1 demonstrates the mean score on a 1-4 scale with 1 being unprepared/unsatisfied and 4 being well prepared/very satisfied in three areas assessed (Course, Instructor, and Preparation). The average preparedness score for 2012-2013 was 3.42 (between prepared and well prepared), which represents a slight increase from 2011-2012.

Table 1: TCOP Attitudes and Beliefs Survey Results

Semester	n	Course Mean	Instructor Mean	Preparation Mean
Fall 2009	407	3.35	3.4	3.33
Spring 2010	433	3.33	3.38	3.28
Fall 2010	440	3.33	3.37	3.28
Spring 2011	419	3.37	3.44	3.36
Fall 2011	395	3.29	3.35	3.29
Spring 2012	368	3.33	3.42	3.31
Fall 2012	363	3.42	3.48	3.38
Spring 2013	330	3.38	3.47	3.45

Individual faculty reports are also prepared for each instructor to provide them with the mean scores from their course(s) as well as the mean score across all courses. The purpose of the individual reports is to provide feedback to faculty to allow for improvement or reevaluation of the use of specific TCOP standards in their courses. For 2012-2013, 16 individual faculty reports were prepared.

Teaching Children of Poverty Longitudinal Survey

This 14-item survey is administered in six core education courses each semester to understand student preparation over time. Almost 2,200 surveys have been collected since 2006. On average, students who have not completed courses with TCOP standards rated their knowledge, skills, and preparation in teaching children of poverty at a 2.6 out of 5; whereas, students who have completed 8 or more courses rated these areas much higher (4.3) on the same scale, which represents an almost 2 point increase in perceived knowledge, skills, and preparedness between taking no courses with TCOP standards and taking 8 or more courses with TCOP standards. Among students who completed the survey two or more times, there are significant increases in mean scores based on the number of times students complete the survey. On average, there is a mean score increase of 1.24 points related to perceptions of knowledge, skills, and preparation to teach children of poverty among those who had taken the survey once and those who had completed the survey four times (Table 2-3).

Table 2: TCOP Longitudinal Survey Results by Number of Courses with TCOP Standards

# of Courses Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)
0	409	2.4	2.5	3.1	2.4
1	224	2.8	2.8	3.2	2.7
2	473	3.0	3.1	3.4	2.9
3	364	3.3	3.3	3.6	3.1
4	323	3.8	3.7	3.8	3.7
5	38	3.8	3.8	3.8	3.6
6	17	4.0	4.1	4.2	3.9
7	18	3.9	3.9	3.7	3.9
8+	233	4.4	4.3	4.2	4.2

Table 3: TCOP Longitudinal Survey Results by Times Completed Survey

# of Times Completed	n	Knowledge (1-5 Scale)	Skills (1-5 Scale)	Confidence (1-5 Scale)	Preparedness (1-5 Scale)	Diverse Instruction (1-5 Scale)
1	1283	2.9	3.0	3.4	2.9	3.1
2	616	3.4	3.4	3.5	3.2	3.4
3	211	4.1	4.0	4.0	3.9	4.0
4	61	4.4	4.3	4.3	4.2	4.3
5	7	3.7	4.0	3.6	3.4	3.9

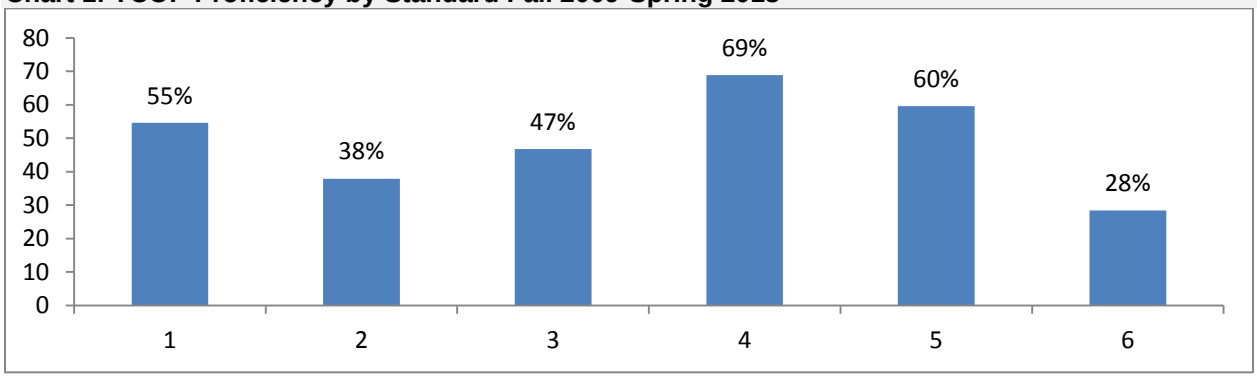
Teaching Children of Poverty Mastery Assessment

The TCOP Mastery Assessment is used to understand students' knowledge, understanding, and application of strategies and practices related to teaching children of poverty. This 48-item assessment was developed by outside assessment experts with input from content area specialists. While there was an increase of approximately 1.8 points in mean score from Fall 2009 to the Spring 2011 (see Tables 4-5), the Fall 2011 and Spring 2012 administrations posted slightly lower scores. Overall, students perform better on assessment items related to TCOP Standards 1, 3, 4, and 5. Proficiency levels range from 69% to 28% based on data from all administrations.

Table 4: TCOP Mastery Assessment Scores Fall 2009-Spring 2013

Semester	n	Mean Score (Range 1-48)	Median Score (Range 1-48)	Low Score (Minimum: 1)	High Score (Maximum 48)
Fall 2009	21	28.95	29	21	35
Spring 2010	35	30.09	31	18	39
Fall 2010	25	30.64	31	25	38
Spring 2011	21	30.76	30	23	38
Fall 2011	29	29.38	30	21	35
Spring 2012	27	28.22	29	14	39
Fall 2012	14	28.21	28	22	37
Spring 2013	32	28.97	29	17	37

Chart 1: TCOP Proficiency by Standard Fall 2009-Spring 2013

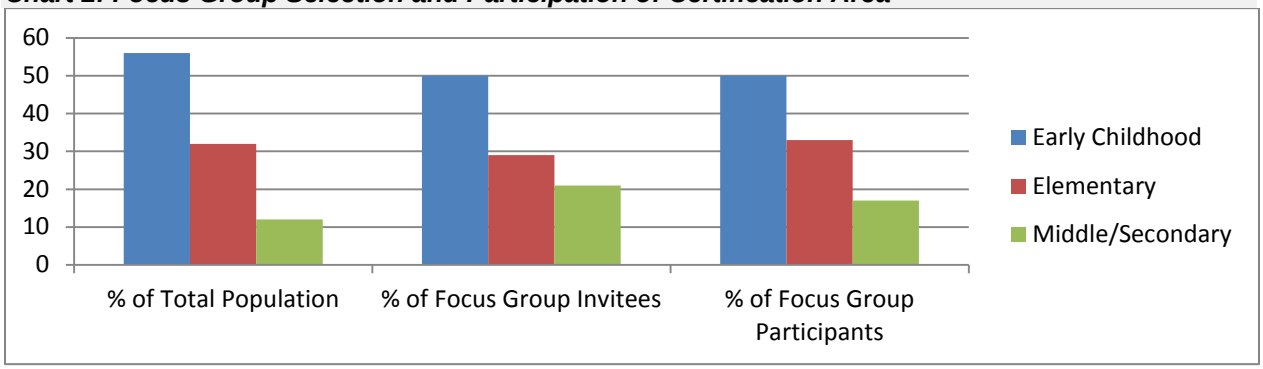


Teaching Children of Poverty Student Teacher Focus Group

For the past five years, a student teacher focus group has been conducted with Francis Marion University student teachers. The primary purpose of the focus group was to understand the perceived quality of teacher preparation at Francis Marion University.

In March 2013, there were approximately 41 undergraduate student teachers. Of these 41, 14 (34%) were selected, using a random sampling process, to attend the focus group. Of the 14 invited, 6 (43%) participated in the focus group.

Chart 2: Focus Group Selection and Participation of Certification Area



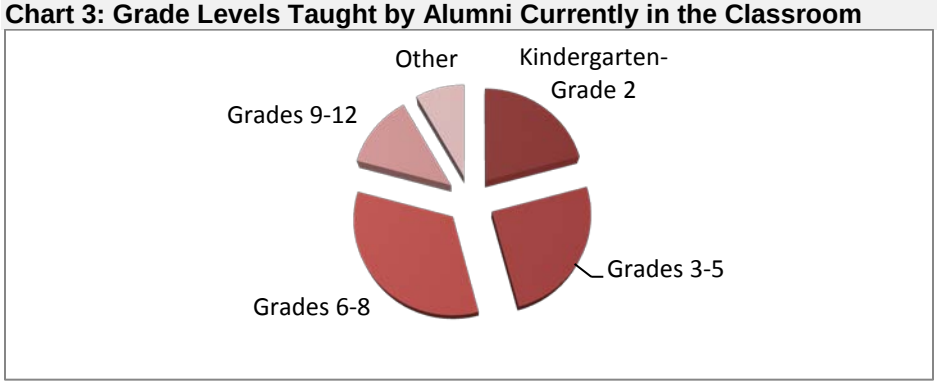
This was the 5th annual student teacher focus group, and many of the themes have been repeated over the years. Exposure to schools is consistently indicated as a strength of the programs at Francis Marion University with student teachers sharing that they spend more than 200 hours teaching in classrooms. In addition, accessibility and support of faculty members have been cited multiple years as strengths. Weaknesses of the programs that have repeated include workload during student teaching, inconsistencies in assessments/expectations, and quality of feedback on assignments.

In most years, the focus on teaching children of poverty has been indicated as a strength and an area that positively sets Francis Marion University apart from other colleges and universities. Student teachers in this focus group indicated that the emphasis on teaching children of poverty was one of the most beneficial aspects of the teacher preparation program. In addition, students reported that the focus "opened my eyes" to being a better teacher and has become "second nature" in planning and instruction.

Teaching Children of Poverty/Francis Marion University Alumni Survey

An on-line survey was developed to better understand the career patterns and perceived preparedness of Francis Marion University School of Education alumni. This survey was piloted in Spring 2012 with recent alumni (Spring and Fall 2011) and sent to additional alumni in Spring 2013. Responses have been received from 41 alumni. Approximately 56% of the respondents were teachers as of the 2012-2012 academic year. Of those who were not teaching, 18.1% were in a school leadership or education-related position, 7.7% were never employed in education or a related field, and 17.9% were previously employed in education.

Chart 3: Grade Levels Taught by Alumni Currently in the Classroom



Respondents were asked to rate their perceived preparedness in 22 areas based on the Teaching Children of Poverty standards and evidenced-based practices to improve teaching and learning.

Table 5: Areas with Highest Percentages of "Well Prepared" Responses (n=15)

Area	% Well Prepared
Establish a positive tone and atmosphere in the classroom	81.8
Advocate for students with differing needs	76.5
Access students' background knowledge prior to instruction	75.8
Create effective instructional environments for all students	75.8
Use self-evaluation to improve teaching	73.5

Table 6: Areas with Highest Percentages of "Somewhat" /"Not at All Prepared" Responses (n=15)

Area	% Somewhat Prepared or Not at All Prepared*
Develop strategies to support language learning in the home	64.7
Implement a plan for partnerships between home, school, community	60.6
Support the growth of language skills of children of poverty	54.6

Note: "Not at All Prepared" percentages ranged from 6.1% to 12.1% for these three areas

IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT RESULTS *(Goals 2, 3; Proviso Objectives)*

Measures of in-service professional development and school-based professional development are based on COE Evaluations of Professional Development

Results from these evaluations demonstrate that in-service teachers perceive that, through their participation in Center activities, they

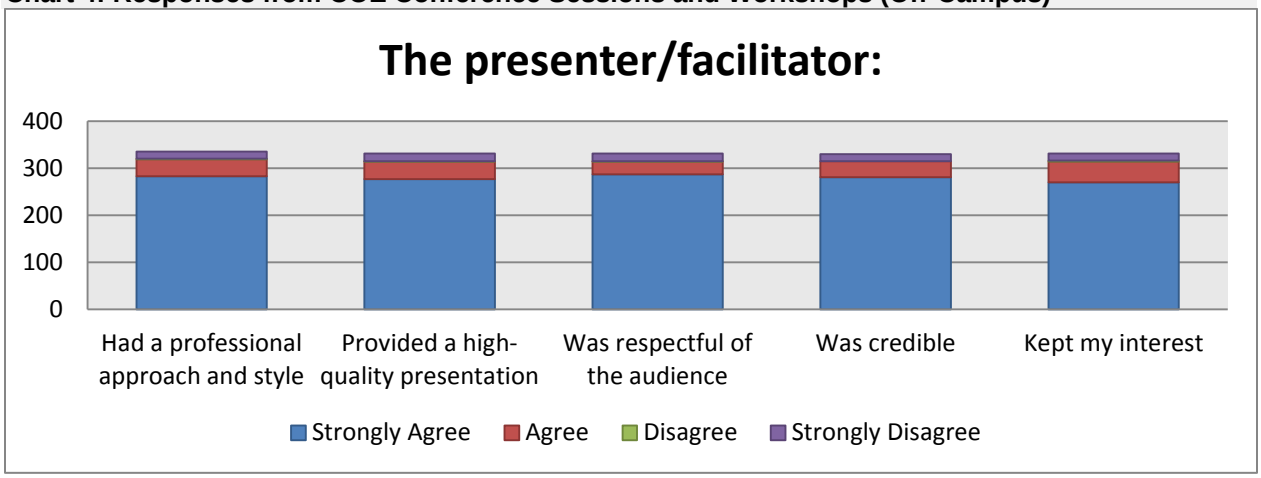
- Have received high quality professional development programs that include collaborative research activities and the use of existing research evidence to improve curriculum, instruction, and assessment in schools serving large numbers of children of poverty (Goal 2)
- Have the knowledge and skills needed to work effectively with parents, health and human service providers, and other community resources to meet the social, emotional,

and physical needs of children of poverty and to serve as advocates for them in the school, community, and state (Goal 3)

- Have had access, as individuals who teach children of poverty, to expanded statewide training through weekend college, non-traditional or alternative learning opportunities (Proviso Objective)
- Have had access to a program of study for Add-On Certification for teachers specializing in teaching children of poverty (Proviso Objective)

Professional development sessions offered on-site at schools and at other locations are evaluated using an on-line survey. Almost 350 participants have responded to electronic surveys of more than 20 professional development sessions offered by Center of Excellence staff.

Chart 4: Responses from COE Conference Sessions and Workshops (Off-Campus)



In addition to these professional development sessions, the COE offers three other signature events on campus at Francis Marion University. These are the 1) Fall Workshop, 2) Research Consortium, and 3) Summer Institute.

The 2013 Fall Workshop, offered on a Saturday, had more than 300 participants. Of the participants who responded to the survey (n=125), 68% were teachers. The remaining participants were undergraduate/graduate students (24%), higher education faculty members (6%) or administrators (2%).

Chart 5: Number of Years in Current Role of Fall Conference Participants

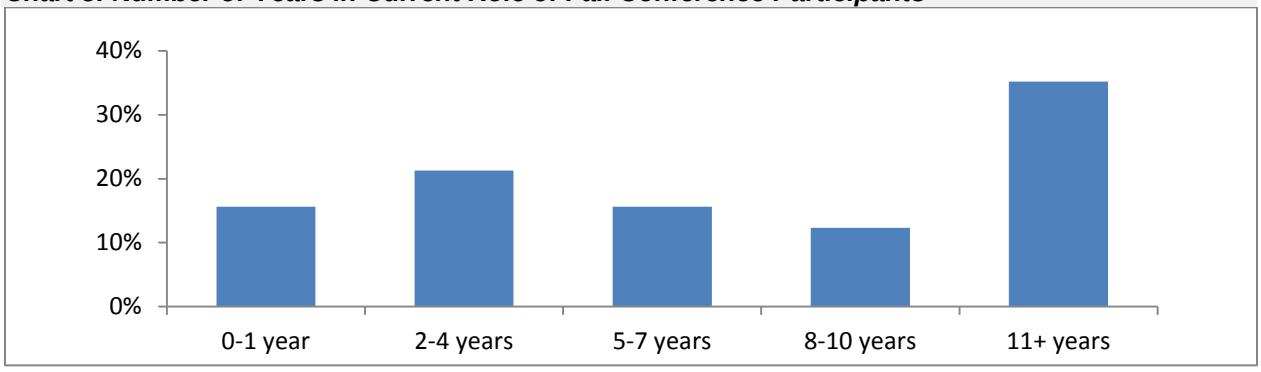


Chart 6: Quality of Fall Workshop

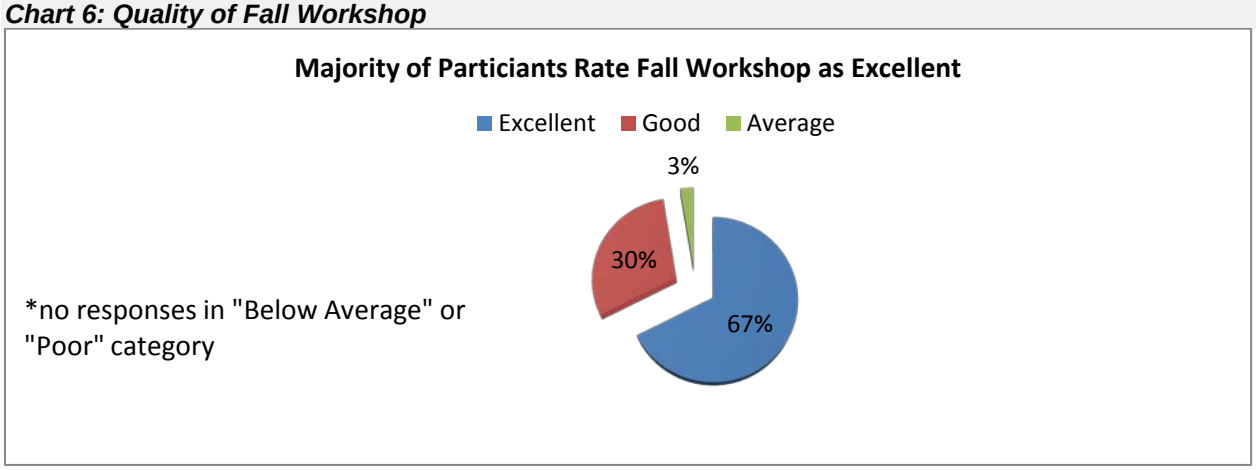
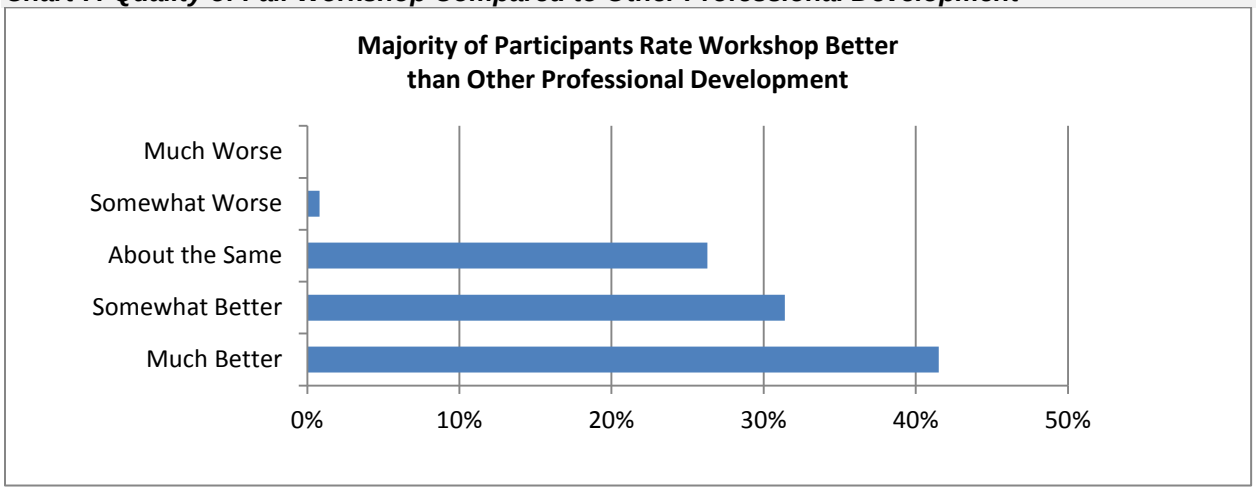
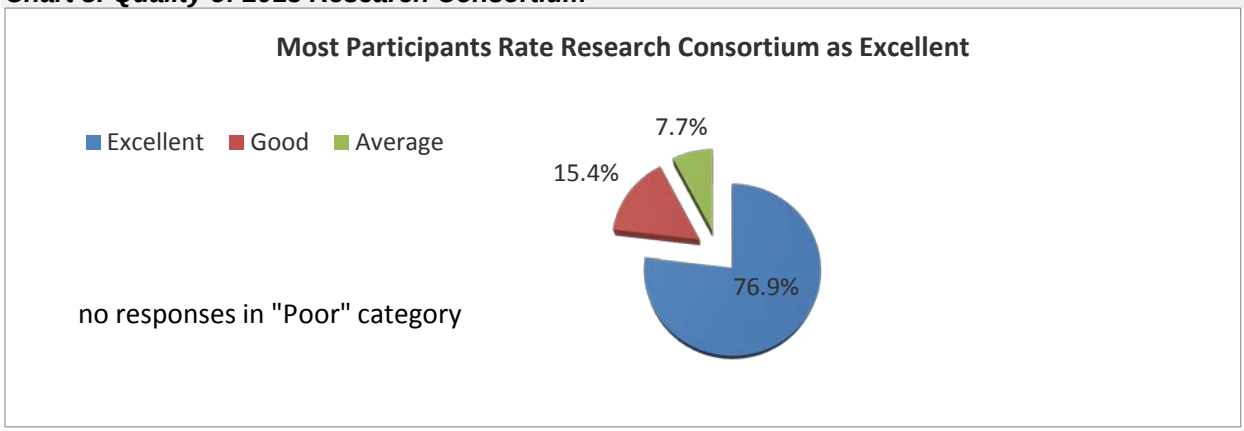


Chart 7: Quality of Fall Workshop Compared to Other Professional Development



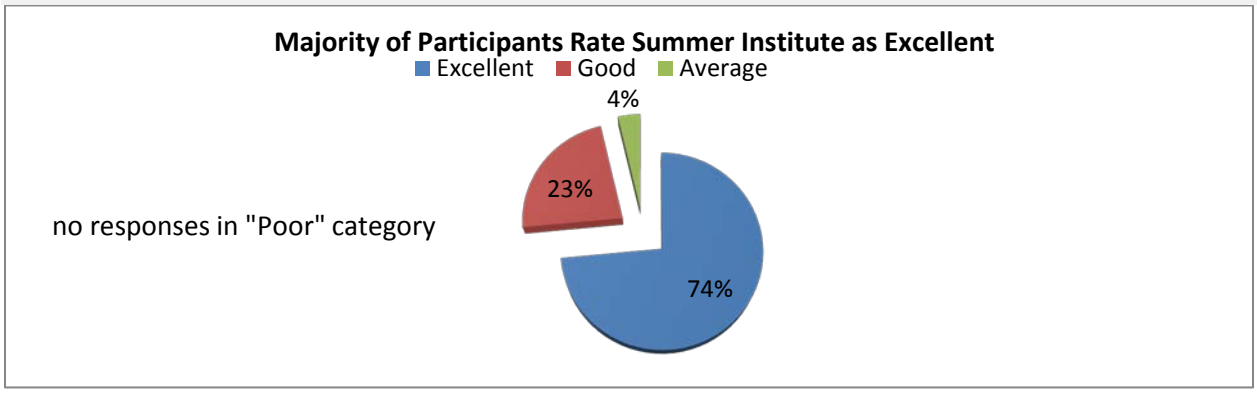
The 2013 Research Consortium was focused on using student data to inform decision-making. More than 35 researchers, faculty members, district-level staff, administrators, and teachers attended this event. The majority of the participants who completed the evaluation rated it as "Excellent."

Chart 8: Quality of 2013 Research Consortium



The 2013 Summer Institute, held over two days in June, was attended by more than 600 people. The majority of participants rated it as “Excellent.”

Chart 9: Summer Institute 2013



The evaluations of professional development include a space for additional comments. More than 80 respondents provided comments on the Fall Workshop evaluation form, and more than 66 respondents provided comments on the Summer Institute evaluation form.

Fall 2012 Workshop Comments *(Prompt: How has information impacted your daily work?)*

- Great ideas and motivation for teachers!
- The most IMPORTANT influence in my daily work is the renewed drive to learn more about the children I teach. Each session was completely created with quality in mind. Thank you for the valuable information and for renewing my inner drive.
- I am using The Wheel of Solution to help children solve their behavior problems when they come to me for an intervention.
- Information from the Fall Workshop has influenced my daily work by giving me more ideas to enhance a positive classroom environment, as well as, ways to reach out to parents even more.
- I have been sensitive to students in the past, but as a result of the conference and one workshop in particular, I now realize the impact that a parent/poverty level has on the success of the students. It was also interesting to see how as teachers we can offer support.
- I have contacted my principal about one speaker coming to our school staff meeting for PD to present to the entire staff - I have implemented two reading cheers and added documents to my data notebook
- I attended the EDPD 525 Intro to Teaching Children of Poverty in July 2011. I also attended the follow-up session with the Fall 2011 COE workshop. The information gleaned and learned in both sessions was a tremendous help; or, in the words of my students who have just discovered oxymoron and verbal irony, "a catastrophic success." I came back to my colleagues at XX School last fall and shared what I learned from both the summer course and the fall workshop. As a result, in combination with all other resources gleaned by our ELA 8 teachers, we were able to teach our students, provide the necessary academic and emotional and environmental support to enable and nurture the following results: 70% of our 8th grade students scored Met or Above on the 2012 PASS. Yayyyyyy!!!!

Summer 2013 Institute Comments *(Prompt: How has information impacted your daily work?)*

- This is a program that every teacher needs to participate in to gain a better understanding of the students they teach.
- This was the best and most informative workshop that I have been [to in] a while. I have been talking about it since I have attended. The Poverty Stimulation was such a blessing.
- This was my first year participating and I was so excited that I cannot wait to go back next year. The keynote speakers were absolutely awesome. I would love to visit their schools and even have them come to my school and speak to our staff.
- This was worth so much more than it cost. I have attended so many sessions that I felt was a waste of time and money, not this time. I hated to see it come to an end. I will really love the opportunity to attend future session.
- Thank you for planning this wonderful institute and keeping the registration cost very reasonable…I will definitely be telling my colleagues in Greenville County about it. I look forward to attending the institute next year and perhaps bringing others from Greenville County.
- It was excellent! How can we get the word out so more educators can be a part of the institute?
- This was one of the best seminars I have ever attended. I received useful information and was not bored at all.

Teaching Children of Poverty School-Based Professional Development

In 2012-2013, more than 60 professional development workshops and sessions were offered at schools, district locations, or other convenient locations for teachers. The evaluations from individual sessions are provided above and the majority of participants rated them as very high quality. In addition to individual sessions, intensive professional development was offered to teachers and administrators at two schools—a middle school and high school. An analysis of PASS scores, HSAP scores, and School Report Card ratings indicates that overall, both schools improved, with the high school demonstrating substantial improvement. The middle school improved its numeric rating by 0.6 and received the same letter grade ("C") as 2011-2012. On average, the middle school decreased gaps, compared to 2011-2012, among subgroups in two of the three areas evaluated. The high school improved its numeric rating by 37.8 points and received an "A" in 2012-2013. This is compared to the "F" rating it received in 2011-2012.

Family-School-Community Partnership Projects

Throughout 2012-2013, nine professional learning opportunities were offered to almost 400 participants interested in leveraging their partnerships and engagement with family and community stakeholders. Through these activities, the Center provides evidence-based practices to teachers and other school personnel and extends its impact on children across South Carolina and the region. The Center also supported districts and schools in the development and implementation of action plans for partnerships. Direct support was provided to one district and one school that each submitted applications for awards offered annually by The National Network of Partnership Schools (NNPS) Project at Johns Hopkins University. Both were successful, receiving the *National Partnership School Award* and the *National Partnerships District Award*, respectively. Based on its work in support of districts and schools, the Center was also honored by NNPS as the *National Partnership Organization* for a 6th consecutive year. (Goal 3)

LOCAL, STATE, REGIONAL, AND NATIONAL IMPACT
(Goal 4, Proviso Objectives)

Evaluation of local, state, regional, and national impact include measures of pre-service and in-service teacher preparation and in-service professional development, as well as 1) document analysis and review, 2) analysis of website activity, and 3) interview with COE personnel

Results from these three measures demonstrate that the Center has:

- Developed and offers a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty (Proviso Objective)
- Provided access to a program of study for Add-On Certification for teachers specializing in teaching children of poverty (Proviso Objective)
- Become the premier resource for helping teachers learn (know) how to provide a high quality education to all children of poverty (Goal 4)

Teaching Children of Poverty Endorsement and Add-on Certification

In Summer 2012, a Teaching Children of Poverty endorsement and add-on certification were included in the *State Board of Education Regulations for Additional Areas of Certification*. These new licensure options stemmed directly from the work of the Center of Excellence to Prepare Teachers of Children of Poverty. A task force which included teachers, school administrators, researchers, and educational leaders from across the state of South Carolina was convened by the Center in Fall 2010. This group of stakeholders worked through Spring 2011 to develop a proposal for an endorsement and add-on certification for teachers of children of poverty. The resulting proposal was presented to the South Carolina State Department of Education in Summer 2011. It was approved by the State Board in 2012 and by the South Carolina Legislature in June 2012. No other states have a similar area of licensure that recognizes the unique skills necessary for successful teaching in high-poverty schools.

Premier Resource for Teaching Children of Poverty

Through its outreach, intensive professional development, conferences and workshops, graduate courses, and research events, the COE has become the premier resource for Teaching Children of Poverty, directly impacting more than 16,000 educators and related professionals in 2012-2013 alone. Professional development sessions are continuously requested by school districts and schools in the region. Approximately 65 sessions were offered at convenient locations and times for teachers, school administrators, and other educators in 2012-2013. In addition, eight graduate courses were offered related to Teaching Children of Poverty.

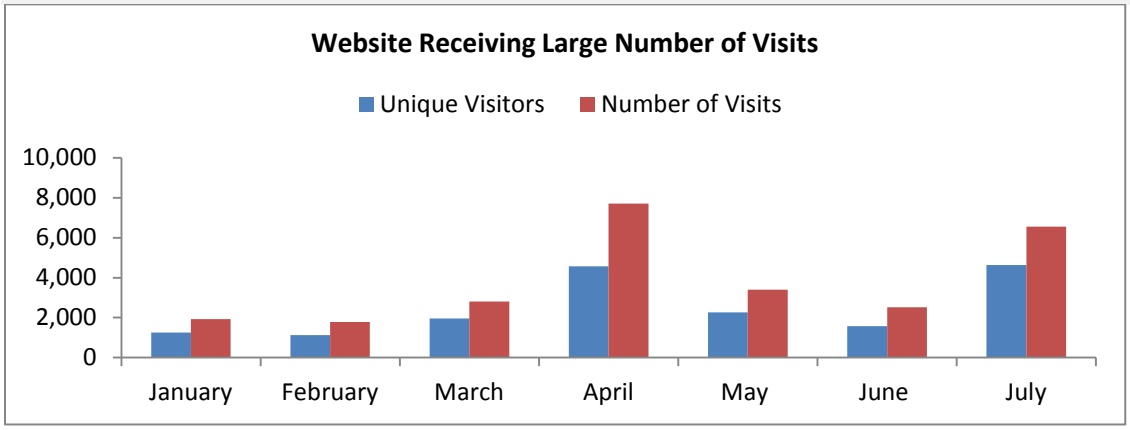
The work of the Center of Excellence is recognized in South Carolina and beyond as a leader in both research and practice as it relates to teaching children of poverty. The Center was named a semi-finalist for the 2013 Dick and Tunky Riley *WhatWorks SC Award for Excellence,* presented annually by the Riley Institute at Furman University in honor of highly effective education initiates in South Carolina. Johns Hopkins University's National Network of

Partnership Schools recognized the Center in 2013 as its *National Partnership Organization* for the 6th consecutive year.

In addition to school and district level professional development, the Colleges of Education at Winthrop University, East Carolina University, and the University of North Carolina Pembroke have hosted professional learning events in which Center staff provided keynote addresses and workshops. Beyond the Southeast, the Penn Center for Educational Leadership, housed within the University of Pennsylvania's Graduate School of Education, has invited Center staff to deliver outreach to teachers and school leaders across four Northeastern states.

The COE website, with its continuously updated strategies, research, and news, had 17,651 unique visitors in the first six months of 2013, and more than 27,189 total visits during the same time period. Based on its prominence, it's provided as the Number 1 or Number 2 site listed when users search Google using terms such as "poverty and education," "resources for teaching children of poverty, and "teaching teachers about poverty."

Chart 10: COE Website Traffic



Finally, the Center regularly receives electronic communications from activity participants or those who access Center resources. This unsolicited informal anecdotal data represents the extended outreach of the Center and the value placed on Center activities by teachers, school leaders, and other stakeholders. Representative examples of these communications are included in Attachment 1.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

September 2013

Has an evaluation ever been conducted?

__X__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

EXECUTIVE SUMMARY

Leigh Kale D'Amico, Ed.D. Independent Evaluator

The Center of Excellence to Prepare Teachers of Children of Poverty focuses on the preparation and professional development of teachers and school leaders to enable them to fully engage and educate all students. While its work is targeted at current and future South Carolina educators, the Center has developed a regional and national presence through its website, presentations, coursework, professional development offerings, and research consortium. Three major objectives guide the work of the Center: 1) improve pre-service education related to teaching children of poverty, 2) enhance knowledge and practices of in-service teachers related to teaching children of poverty, and 3) serve as the premiere resource in South Carolina for teaching children of poverty.

Pre-Service Education

Pre-service teachers attending Francis Marion University (FMU) continue to perceive themselves to be prepared through exposure to *Teaching Children of Poverty (TCOP) Standards*, according to an *Attitudes and Beliefs Survey* administered each semester. All student teachers at Francis Marion University also complete a 48-item multiple-choice *Mastery Assessment* to explore their understanding and application of strategies to enhance outcomes for all students. Results indicate that some students are reaching mastery of material in the majority of the six *TCOP Standards*. Scores on this assessment have remained stable since its inception, with a slight upward trend from Spring 2010 through Spring 2011. Students' perceptions of their preparation in teaching children of poverty as well as their performance on the *Mastery Assessment* provide FMU faculty with an understanding of strengths and areas for improvement related to the Teaching Children of Poverty Standards. A *Francis Marion University Alumni Survey*, in its second administration, is used to explore alumni roles as well as their perceived preparation. Approximately 56% of the 41 alumni respondents were teachers as of the 2012-2013 academic year. Of those who were not teaching, 18.1% were in a school leadership or an education-related position, 17.9% were previously employed in education, and 7.7% were never employed in education or a related field. Overall, alumni reported that FMU prepared them for their roles as educators, particularly related to advocating for students with differing needs and creating effective instructional environments for all students.

Recommendation: Work with the administration of the School of Education at Francis Marion University to ensure *Teaching Children of Poverty Standards* are being implemented with fidelity. This may indicate a need for

professional development for faculty members who are interested in improving their implementation of the standards. This may also result in higher student mastery across the six standards and higher levels of perceived preparation by students.

Professional Development

The COE provided professional development at Francis Marion University and across the state and region to more than 10,000 current teachers, school administrators, and other school leadership personnel in 2012-2013. Professional development surveys indicate that the majority of participants "Strongly Agree" that the presentations were high quality and the presenter was credible and held their interest. The COE hosts two large on-site events (*Fall Workshop* and *Summer Institute*). Approximately 70% of participants rated these events as "Excellent." Attendees at these events ranged from being first-year teachers (approximately 15%) to having 11 or more years of experience (35%) demonstrating the appeal to a broad audience. In addition, a keynote presentation made by Dr. Tammy Pawloski at the *2013 Teaching Children of Poverty Conference* at Winthrop University was rated as the best aspect of the conference by 65% of survey respondents.

The COE provided intensive professional development at two schools in 2012-2013. Both schools realized higher student achievement in 2012-2013 than in the previous years, with one school moving from an "F" on the School Report Card in 2011-2012 to an "A" in 2012-2013.

Recommendations: 1) Continue to offer professional development sessions at Francis Marion University and in districts/schools across the state and region as these are perceived to be high quality and appear to influence teaching practices. 2) Explore methods to offer more intensive professional development to schools or groups of schools, possibly for graduate credit toward Teaching Children of Poverty Endorsement or Certification, as student achievement results have been realized at all schools that have participated in the intensive professional development.

Premier Resource

In addition to the 36 professional development sessions offered on-site in school districts across the region by COE faculty and staff, *The Teaching Children of Poverty (TCOP) Endorsement and Add-on Certification* continue to be communicated, and in 2012-2013, FMU offered eight courses, which enrolled more than 130` students, to meet the requirements for these credentials. In 2013, the COE held its fourth annual Research Consortium that highlighted data-based decision-making. Thirty-seven researchers and district- and school-level administrators attended this event that featured Jennifer Morrison, Chair of the Department of Education at Newberry College, and Sandie Ellis, with the Northwest Evaluation Association. Evaluations demonstrated that 77% of participants rated the event as "Excellent." Finally, an evaluation of the Center of Excellence website indicates it was visited more than 27,000 times between January and July 2013, and it is among the top two returned sites in Google searches for "poverty and education," "resources for teaching children of poverty, and "teaching teachers about poverty."

Recommendation: Continue current efforts that have resulted in state, regional, and national recognition of the COE as a resource for teaching children of poverty. Offering resources and strategies through a variety of modalities and geared toward different populations of educators has improved participation, awareness, and teaching practices.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X__Yes

____ No

If no, why not?

Not Applicable

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Currently, the Center's work meets the needs of a wide range of educators in both the P-12 sector, as well as in higher education. The Center's outreach now expands beyond the Pee Dee Region, as well. The Center offers a varied menu of services for all constituents.

Should EIA revenues be reduced this current fiscal year, the Center of Excellence to Prepare Teachers of Children of Poverty would be obligated to reduce the budget to absorb the reduced funding. In order to do so, the Center would first seek to proportionately decrease the budget of each planned activity. For example, should a reduction be required, fewer teacher cadet training sessions may be offered, rather than eliminating that activity completely.

Elimination of activities would occur only if it is determined that the integrity of an activity would be compromised by the planned proportionate reduction.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

Not applicable: The Center of Excellence to Prepare Teachers of Children of Poverty does not intend to request additional revenues for Fiscal Year 2014-15.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

__X_ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

Not applicable: No change in funding is requested. The Center hopes to continue at same funding level in Fiscal Year 2014-2015.

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Not applicable

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	350,000	350,000
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources		
EIA Reduction	0	0
Other – Partner Districts	39,255	37,000
Other - FMU	25,000	25,000
Carry Forward from Prior Year	36,212	47,735
TOTAL:	**450,467**	**459,735**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	179,765	185,000
Contractual Services	31,499	31,500
Supplies & Materials	13,461	14,000
Fixed Charges	0	0
Travel	9,413	10,000
Equipment	0	0
Employer Contributions	46,344	50,000
Allocations to Districts/Schools/Agencies/Entities	97,250	109,235
Other: Transfers	0	0
Dues/Other Administrative Indirect Support	0	60,000
Balance Remaining	0	0
TOTAL:	**377,732**	**459,735**
# FTES:	**2.0**	**2.0**

Other: See notes above

ATTACHMENT 1

SELECTED UNSOLICITED COMMENTS RECEIVED VIA EMAIL

Note: Some personal comments were removed to protect privacy

7/1/12

Your presentation of your research, interpersonal skills, and "connection" with the audiences were phenomenal. Such a powerful message - I have received so many positive comments/feedback from your interaction and depth of research. Your presence and information sharing accomplished exactly what I had hoped -- invitation to you from local school districts to become more involved with teachers and administrators to positively impact children. Thanks for your time and sharing your expertise with those in NC.
William A. Rouse, Jr., EdD
Associate Professor and Interim Chair, Department of Educational Leadership
East Carolina University
Rouse, Art <ROUSEW@ecu.edu>

7/11/12

I was in your session at ECU a few weeks ago and I really enjoyed it. I am working w/ a school that has 66% of students on f/r lunch and would love to share some of your thoughts w/the staff.
I have been looking for your power point and have not been able to find it. Please forward me the link.
Linda S. Brunson, Ed. D.
lbrunson@embarqmail.com

7/12/12

I thoroughly enjoyed your presentation and my assistant principal and I spoke with you about possibly coming to our school for a presentation. What do we need to do to pursue this further? I can email dates if that would be beneficial. Again, I felt your presentation was very uplifting and know my staff would love it as well.
Kirkland, Cathy kirklac@pitt.k12.nc.us

I am beginning my 30th year as an educator, 18th year as a principal and lucky to still be in my same school, Bath Elementary. As you might guess, I have attended many presentations, and yours was delightful. I am currently working on a HUGE clean out of my office, and then I can get to work planning for my new year. Please know I will be including ideas you shared with us. Thanks for your passion and for reminding us what an issue poverty is for our students and their families.
Pam Hodges phodges@beaufort.k12.nc.us

7/19/12

Hats off—as educators around the state are chattering about the awesome research and work you all doing to advance knowledge of Children of Poverty.
Montrio M. Belton, Sr., Ed.D.
Director, Office of School Transformation, South Carolina Department of Education
Belton, Montrio <MMBelton@ed.sc.gov>

7/24/2012

I am attending the School Transformation conference and saw your presentation yesterday. I am extremely exited about the work you are doing and the class that you are offering on Children of Poverty. I will be looking into taking the classes to add to my certification once I get back to school!

I spoke with you briefly, but wanted to follow up with you and ask about how our school can partner more with FMU in the future. We receive interns and student teachers from FMU, but I am envisioning a more "hands on" approach with our students. If it is possible, maybe set up a campus visit for my classroom? Does FMU have any programs in place for this sort of thing?

I teach at Scranton Elementary and see each day with my single gender boys classroom the various effects that poverty has on our children. I am ready to make a difference as well as willing and open to do anything to reverse/change these effects so that "my boys" will not be hindered in the future! Hopefully, I do not come off as over zealous but I am passionate about my career and was "fired up" after seeing what you have done and are doing for our children of poverty.

I look forward to hearing from you soon, and hope that Scranton and FMU can begin a relationship that can benefit both of our student populations!

Tiffany Smith

Tiffany Smith <tiff42882@gmail.com>

8/2/2012

I cannot thank you enough for coming to spend time with us!! YOU WERE A HUGE HIT!

Karen Terry kterry@gacyber.org

8/2/2012

Hi! I hope you've had a great summer! You probably already know this, but the PASS scores came out today. Wallace Gregg's scores were higher in some areas than I've seen. I definitely think that the scores (in a HUGE way) reflect what we learned with you last year. I just wanted to say thank you!!!

Gardner, Heather Heather.Gardner@fsd1.org

8/5/2012

I want to thank you for your time in meeting with us a few weeks ago. Since that time I have visited your online resources again (I provided a link to them in my graduate course about a year ago) and have great appreciation for your many accomplishments and the services that you provide to South Carolina and beyond!

I talked with my friend Betty Brum about your work and your add on licensure courses. She is a recently retired principal from Hoke County near UNCP, and my former neighbor. She seems interested in your courses and or/workshops and I hope she will be able to participate at some point. She retired in her late 50's and is seeking a new focus for her efforts; she is a Pembroke area native and understands poverty firsthand. She has strong dedication to the children in our region and has volunteered in several programs since her retirement a year ago. This week we are having an elementary education retreat and I plan to introduce our faculty to your work---we need to include the resources in our courses (graduate and undergrad!) Hopefully we will be able to find opportunities to collaborate in the future. You inspired me, just in our brief meeting and I look forward to seeing you again.

Karen Stanley <karen.stanley@uncp.edu>

8/13/2012

You were a huge hit today!! More people commented that we should have more in-services like you. You held our attention and gave us more useful. meaningful material than we usually get. The gal sitting next to me leaning over about half way through and said that the admin should get you instead of half of the yahoos that we have to listen to...because you were good! I thoroughly enjoyed it!

You did a great job and you taught us all something we WILL use,

Lee, Judy Judith.Lee@fsd1.org

8/13/2012

I very much enjoyed your presentation today. Did you say it was possible to send us a copy of the powerpoint you used today? Also, you said you could send us some more examples of ice breakers like two truths and a lie. I would like to see some more examples if you don't mind sending them. Thank you again!

Bruton, Vicki <VBruton@fsd1.org>

8/14/2012

I really appreciated the information you gave us yesterday---so thought provoking and relevant to our mission as educators and parents. Could you please send me the links, etc., to the activities you mentioned yesterday?

Fusco, Pinky <PFusco@fsd1.org>

Really, really enjoyed your presentation. I would like for you to send to me the ideas you had for relationship-builders. The Bingo game, 2 truths and a lie, Vanity plates, odd one out, etc. actually any materials that you are able to send to me I would be grateful. Thanks again!!
Gandy, Scott GGandy@fsd1.org

Thanks again for coming yesterday, and I would appreciate your sending me the 50 warm-up activities you talked about for class. Once again you did leave us with a lot of good information. Thanks Charlie
Nelson cnelson@fsd1.org
Nelson, Charlie <CNelson@fsd1.org>

8/15/2012

I loved some of the suggestions you gave during our meeting on Monday on ways to get to know the students. You said you had several ideas and could send us a copy of what you suggest. Will you please email me these? I'd love to incorporate some of them the first few days of school.
Susan S. Dixon
Business Education Department Chairperson
West Florence High School
Dixon, Susan <SSDixon@fsd1.org>

We enjoyed your presentation at WF this week. I wanted to see if you would e-mail me the 50 ideas of get to know you activities.
Jordan Strait
Academic Enrichment & NovaNet
Varsity Cheer Coach
West Florence High
STRAIT, JORDAN <JORDAN.STRAIT@fsd1.org>

8/17/2012

It was announced this morning that you will be on campus for a presentation (all day) with our student teaching interns on Oct 9 and we look forward to it. I have been encouraging our folks re such a session and they are very excited about having you present. It is my understanding that we also plan to have you back at a later date and open the session up to the public schools, which I have also been encouraging and have promised some public school people that we would schedule such a session. I have talked to our grants people about the topic and they are looking for possibilities and I plan to attend some of your session on Oct 9. We had a presentation this morning on the Common Core and the presenter made several positive comments about Dr. Lars Anderson. Best regards,
Dr. Charles R. Jenkins
Clinical Professor of Educational Leadership, School of Education
The University of North Carolina at Pembroke
Charles R. Jenkins charles.jenkins@uncp.edu

8/17/201

I really enjoyed our session with you today. I hate we didn't have time to go through everything you had prepared. I'd like to see all the slides if that is okay. Thanks for sharing with us today:)
Dawn Davenport <dawn@lex2.org>

8/19/2012

Thank you so much for the information you presented at Brookland Baptist Church, this past Friday, August 17th. I thoroughly enjoyed every minute of it and especially your music selections! I have visited your website and am planning to attend the workshop in late September. I have ordered the books you suggested and can't wait until they arrive. You did an awesome job and are truly an inspiring motivational speaker!!!
I looked on your website for your most updated power point presentation, but I could not find one particular slide that I can't get out of my mind. I would love to have a copy to hang it in my future classroom, as well as add it to my writing workshop. It was the one where the little goldfish is jumping out of his small bowl heading toward a

larger one. What a great encouraging visual! It reminded me of words to another song, from the 70's, "If a picture paints a thousand words..." I personally could write a minimum of a thousand words about what that picture speaks to me. I would appreciate it at your earliest convenience, if it is not too much trouble. I know how much you must have on your plate!
Thank you, thank you, thank you again.
I look forward to hearing from you.
Donna M. Fabrizio
Preservice Teacher
USC College of Education
FABRIZIO, DONNA <fabrizid@email.sc.edu>

8/25/2012

I was in your class while you were here in Greenville, SC for the SCECA conference. I was looking online here for the conference that you were speaking of in Septmeber and was unable to locate any information. Can you please email me a link to register and the cost of the conference. I was so happy to have a speaker that talked about poverty this year. My center deals with homeless and low-income children in York county and we see a lot of things that most centers do not see. I was SO HAPPY to have you here and for my entire staff to be here too. I appreciate you sending me the information.
Christina Dixon <christina_pi@comporium.net>

8/29/2012

I found your powerpoint presentation on-line regarding teaching students in poverty. I work as a school social worker in Des Moines Public Schools and am planning to provide in-service workshops for staff in schools. Part of our summer assignment was to read Eric Jensen's book, Teaching With Poverty in Mind. May I use some of your powerpoint in my follow-up presentation to staff? If so, you you mind sending it to me so that I can edit it to appropriately meet my time constraints and agenda.
Thank you for you consideration,
Kelly Rennick O'Berry, LMSW
School Social Worker
Des Moines Public Schools
O'berry, Kelly <kelly.oberry@dmschools.org>

9/10/2012

Thank you so much for speaking to this group. We received a lot of positive feedback about your presentation. Attached, please find a copy of the agenda.
There will be a different audience at the summer conference, primarily principals and assistant principals. So, I think that this presentation would be appropriate. However, if you would like to update it, you can email me a new description.
Hannah Hopkins Pittman
Director of Professional Development
SC Association of School Administrators
hannah@scasa.org
Hannah Pittman <hannah@scasa.org>

9/19/2012

I think sometimes these kinds of things get overlooked by educators.
I enjoyed the webinar very much yesterday but couldn't stay until the very end. I admire what you are trying to do a lot.
Dale Fowler
Program Coordinator
Curriculum | Texas Education Agency
Fowler, Dale <Dale.Fowler@tea.state.tx.us>

9/19/2012

Hello! I enjoyed your class so much at the NcAEYC conference I wondered if you could tell me when it will be available online? I have looked twice now and don't see it. Is there a time frame we are looking at?
Deb Thompson dthompson@leecountypfc.org

9/20/2012

I just wanted to let you know how much I enjoyed your presentation last night. I have already pulled resources from the brainology website to use with my students today. The best part of the evening was when Russell (age 22) said on the way home that he loved your presentation and, "I think I have some mindsets I need to change." Thank you, thank you, thank you!!
I look forward to talking with you soon about presenting a workshop next summer on using story in the classroom. I would be happy to send you an outline if you'd like.
Keep doing what you do - you're AWESOME at it!!!
Johnson, Martha R. MRJohnson@fsd1.org

9/28/2012

I attended your second class this summer entitled "Teaching Children of Poverty". I enjoyed it tremendously. I spoke with you during the class and mentioned two Hallmark movies that I felt were appropriate with this course. At the time, I could only remember one of the titles, but as luck would have it, the other movie just came on again last week.
They are as follows:
* Beyond the Blackboard (Emily Vancamp)
* From Homeless to Harvard
Wanda R. Hughes, MA, CCC-SLP
Speech-Language Pathologist
Johnsonville Elementary School
Wanda hughes <whughes@flo5.k12.sc.us>

9/30/2012

You and your organization are doing an awesome job of generating new ideas to assist at risk children! Keep up the great job of creating positive change in our schools!
H.E."Doc" Holliday, PhD
Associate Professor
Department of Educational Leadership
Bagwell College
Kennesaw State University
Earl Holliday hhollida@kennesaw.edu

10/1/2012

Thank you … for providing this wonderful professional development opportunity for our students and faculty. The students had such positive comments to make about their experience at Francis Marion University and are asking to attend other conferences. Apparently, this experience ignited a professional "fire" for them to grow and learn. Thanks, also, for being an outstanding leader in helping teachers learn how to teach children of poverty. Your passion to lead is commendable and your commitment to not only the teachers and administrators, but also to the children and families throughout our region, is absolutely priceless. It truly is an honor to have you as a colleague as we labor together to meet the needs of the region.
I look forward to seeing you on October 9 for your day-long presentation with our fall 2012 interns. On this day, we'll spend additional time thinking about and planning the annual conferences for the school administration and counseling programs. I'm very excited about sharing this topic with our graduate students.
Again, I look forward to seeing you on the UNCP campus on October 9.
Zoe W. Locklear, Ph.D.
Interim Dean, School of Education, UNC Pembroke
Zoe W Locklear zoe.locklear@uncp.edu

10/1/2012

Saturday was another in a line of well done events! I cannot begin to thank you and the staff for hosting such an outstanding day. I could not do what I do every day if I did not have the work of the center to "feed" my spirtit and soul. Thank you again for what you all do for so many teachers throughout our state! Your work does not go unnoticed. I look forward to seeing you again soon.

Dr. Julia G. Marshall EdD, NBCT
RTI Literacy Interventionist/Coach
Rosewood Elementary International School
jmarshal@rhmail.org
Julie Marshall <JMarshal@rhmail.org>

10/1/2012

I attended the North Carolina AEYC Conference on September 13-15 and very much wanted to hear your presentation entitled "Every Teacher Every Day: Eight Key Strategies for Bridging the Achievement Gap for Children of Poverty." However, the room was filled to capacity, so I had to select another class. In my current teaching position, we work with families of "greatest need" children from birth-kindergarten. I believe that the information you shared in your presentation would be especially beneficial to us as we work with children of poverty in our program.

Is there any chance you can share the electronic version(s) of any handouts with me? I am especially interested in learning more about the "tool-kit of activities that may be immediately implemented in the early childhood setting" (this is the description I took from the NCAEYC Conference Program). Thank you in advance for your consideration.

Elizabeth Grannis
Early Learning Coordinator
Central Region Ready to Learn Centers with Project Enlightenment
Wake County Public School System
Elizabeth Grannis egrannis@wcpss.net

10/7/2012

I came to Longleaf fully prepared to drop the course. I retired from teaching after an incredible 38 year journey. I moved from being a middle school teacher to teaching in our gifted program. I ended my career after 20 years as a media specialist. I am now working "part-time" as a curriculum coach. My certification is up next year, and I was just content to let that happen. However, I am a single mom with a daughter who is a junior in college so I keep worrying about letting my certification lapse.

The day before class I learned that past presentations, etc. would give me certification credit so I did not need another course. Then I attended your class. Not only did you model the way that we should all teach, but your passion for your subject was contagious. I learned so much from your presentation, and I look forward to other sessions/presentations. I would also. be very interested in having more face to face sessions. I realized immediately that I was indeed fortunate to be a part of your course. I no longer want to drop.. I want to continue the course, and I want my entire school to hear you speak!

Lizzie Padget lpadget@richland2.org

October 16, 2012

I attended the Poverty conference on September 29, 2012. I really enjoyed the conference. Is it possible to get a copy of the powerpoint that you shared with the participants before we went to our sessions? I would like to share the information with the teachers at my school. Keep up the great work.

Our school population has changed dramatically in the last ten years. I recognized "our children" in the statistics that you presented. I wrote my principal immediately after class to tell her that **you** are certainly the speaker that we need for our next in-service. Are you available for school in-service presentations? If yes, please tell me your presentation fee!!!

Lizzie
Rosalind Banks <banksr@bcsdschools.net>

10/23/2012

Thank you for everything. One of the teachers told her in her parent teacher conference that your sessions are the best school implemented staff development she has ever had. This is from a teacher with 12 plus years of experience who will tell everyone exactly what she thinks. ☐

Becky Hinson
Instructional Coach
Green Sea Floyds High School
Becky Hinson BHinson@horrycountyschools.net

10/24/2012

I hope you are doing well!! I was thinking about you the other day, so I thought I would email you. This school year is going absolutely wonderful! I have a completely different set of students (academically and behaviorally) than I did last year, thank goodness! I actually had an interview at Burgess Elementary in Myrtle Beach a couple weeks ago. They asked me where I went to college and I said FMU and that my favorite professor was Tammy Pawloski. One of the ladies on the phone interview said that she used to teach education classes at FMU and she knew who you were. I don't remember her name, but she said she commuted to the university. Anyway, I made it passed the interview phase and they wanted me to come to the school to teach a math lesson so I went and taught. However, while I was sitting and waiting to be taken in to the classroom, I was watching all the kids walk by and they were all wearing nice name brand clothes and I couldn't help but think that this was a completely different world than teaching my kids at Timrod. I LOVE my kids in their tattered clothes and shoes! I can't really imagine, going in to a school and having kids that are all on or above grade level who have parents at home that will make sure that they understand the material and work with them all the time. I know that there are teachers out there who probably strive to teach children in a school like that, but I've come to realize that it's not for me right now. Yes, there are pros and cons to teaching in both types of schools, but the fact that my kids can come to me and tell me they love me because they know that I will say I love them back, makes teaching them all the more important. I blame you! Not really, but in a way really, because without your passion for teaching children of poverty, I don't know that I would view teaching children of poverty the same way. I am so proud to have that degree in education from FMU. I see so many teachers coming from other universities and they are nowhere near as prepared as the FMU teachers are when they graduate. Also, in the end, I was 1 of 4 in the running for a 5k and 1st grade position. I did not get the job, but I like to think of it as a blessing in disguise, because although it would have been a great opportunity to work in a school like Burgess, I get to stay with my kiddies here ☐Thank you for everything!!

Nicole Scott
Timrod Elementary School
1st grade teacher
SCOTT, NANCY NANCY.SCOTT@fsd1.org

11/1/2012

You hit it out of the park. I know we will be asking for more in the future.

Neal L. Zimmerman, Jr.
Executive Director
Boys & Girls Clubs of the Pee Dee Area
Neal Zimmerman nzimmerman@bgcpda.org

11/26/2012

I wanted to write you and tell you have much I enjoyed your session last week. I have worked with children of poverty my entire career and so much of what you said was most familiar to me. I came up and talked to you during break. I work with NCPre-K as an academic coach/licensure person. Our program targets children who are most at risk. Sadly most are living in poverty. We make home visits and see first hand what where and how the children live in our county. I plan to use some of your resources for my dissertation. My dissertation is on the "Academic Effects of the Early Reading First Grant on Pre-K Students" (here in our county). I am a doctoral student at Wingate University in Matthews, NC. In 2007-08 we received a 3 million dollar ERF grant to enhance our pre-k program. At that time I was the project director of the grant. As part of the sustainability and once the funding ran

out, the school system kept me as an academic coach. We both know how important a high quality learning environment is to pre-k students' academic success. I hope I will have the good fortune to hear you again sometime soon. Many thanks,
Teressa Beavers, Academic Coach
Richmond County Schools
Cordova School
TERESSA BEAVERS <teressabeavers@richmond.k12.nc.us>

11/29/2012

Just to let you guys know... I took this class this past summer and it was absolutely one of the best classes that I can remember. It was one of the courses offered at Research to Practice but it was held at Francis Marion. I went back to the hotel crying most days, but it was very eye-opening and extremely informative. Dr. Pawloski is a great teacher and the hours literally flew by. Even though I was the only online teacher in the room, most of the principles applyed to me as well. I would recommend this class to anyone who would be slightly interested in this or even just needed a graduate credit like I did. Really really great course. There was a poverty stimulation at the end that was very realistic and put everyone in the middle of poverty for a couple of hours. So from someone who has taken this, I would definitely recommend this! Karen
Karen Swofford
Special Education Coordinator & Teacher
Karen Swofford <karen.swofford@sc.provostacademy.com>

11/29/2012

Thank you for your general presentation at the recent Boys & Girls Clubs Area Council meeting. The presentation was fun and very informative. The intersection of brain development study and poverty is of great interest to me. Your information was very helpful in continuing to bring together in my mind factors that impact my Club kids. I have enjoyed doing some reading on brain development and was seeing connections with our Club members, but your presentation connected the dots in many ways.
Would it be possible to get a copy of your material from that presentation? I was not able to attend your seminar time as I was presenting during that time. I would also appreciate any additional materials or items to read that would continue to provide me additional information on these matters. At our Clubs we are intentionally working to address the challenges our kids face. We see daily that not only are their academic challenges, but more and more issues arise on the social interaction front as well. So many of our kids lack the “soft” skills and thus struggle to interact in socially acceptable ways. We are trying to implement practices, programs, and staff training that will make our Clubs a better place to demonstrate good social skills.
Thanks again for a great presentation and I appreciate any direction you may be able to provide.
David D. Carriker
Executive Director
Boys & Girls Clubs of York County
David Carriker <dcarriker@bgcyc.org>

11/29/2012

I am Deb Weber. I took your first class 2 years ago and really want to get into this second class, and also to find out what cert requirements for an endorsement as a teacher of poverty add on! Hope you are doing well and looking forward to the class.
Deb Weber
Creek Bridge High School
Debra Weber dweber@marion.k12.sc.us

11/29/2012

I took your "Teaching Children of Poverty" two summers ago to renew my South Carolina teacher's certification although I am currently certified and working in Nebraska. I again want to take another course to gain renewal in South Carolina and to gain another certification area.

I remember you as a professor with your ear to the heartbeat of education and know your advice would be the best I could get.
Melinda Wells
Melinda Wells <drmelindawells@yahoo.com>

1/16/2013

Thank you so much for your participating today at the SC GEAR UP meeting. It was a success because of the part you played.
Dr. Pawloski the information you shared was great and well received. I had 5 people during lunch that stated that they would like to attend the Summer Institute 2013.
LaDonna B. Pipkins
SC GEAR UP, College Coordinator, Region 3, Francis Marion University
LaDonna B. Pipkins LPipkins@fmarion.edu

1/16/2013

I enjoyed class so much last night so thank you for your enthusiasm and the wealth of information you shared. …. I got on the FMU Center of Excellence website today and played around with it during planning and was amazed at everything that was there.
Donna Skipper
6th Grade Special Needs Teacher
Special Education Department Chair at GHMS
Donna Skipper SkipperD@fort-mill.k12.sc.us

1/28/2013

I only heard part of your interview on Radio Baha'i however I applaud your important work in Early Childhood Education. Children of poverty are near and dear to my heart, too. In college one of my advisors said families living in poverty would be my special audience. Truer words were never spoken.
I spent 30 years in a profession I loved being sure to reach families in poverty with my programing. I was a Home Economist with the Cooperative Extension Service and required to offer programing to everyone. I took my programs to agencies serving the poor. Child development, parenting, nutrition, and resource management were my special areas.
It is really very special to affect the lives of children living in poverty by training their teachers. So special that I would consider coming out of retirement if there were an adjunct position available.
I decided to write a few words of encouragement after reading an email on living a life that matters. Everyone you touch and all the children they touch matter. Listening to your interview I thought: empowering young children could break the cycle of poverty!
A man was walking down a beach. As he walked he also reached down and threw starfish back into the water. A second man observing his actions said "There are too many starfish and you will never save them all. What you are doing doesn't matter." As he picked up another starfish and threw it back into the water the first man said, "It matters to that one."
Annette Reynolds
annette reynolds annrey48@yahoo.com

2/2/2013

I absolutely loved your workshop last March on increasing at-risk kids' intelligence. You mentioned at the end that you could send us the info, and I took your card, but I just unearthed the card--again this Saturday. :) It was in the odd's and end's "office pile" of good intentions. So, if you wouldn't mind? LOL!
I'm going to this year's conference next month, and I hope you're presenting again--on ANYTHING! You are so inspiring!
Maisie Hansen, MA
Riverside Middle School
8th Grade Language Arts
Hansen, Maisie mahansen@greenville.k12.sc.us

2/6/2013

I attended your session at the SCECA conference on teaching children of poverty. Let me begin by saying how impressive and interesting your session was! I really enjoyed it and wish you had a longer period of time to tell us the information you eluded to.

My district is in a high poverty area and we are addressing this in our professional development next year. I have informed my principal about your presentation and he would like for me to get some information from you regarding your attendance at our beginning district session. Do you do these types of professional developments? If so, what are your costs? Can you please send as much detailed information as possible? If the information is in hard copies, my mailing address is below. With electronic copies, you can respond to this email.

Toye Willis
Instructional Leader
McCormick Elementary School
Willis, Toye willist@mccormick.k12.sc.us

2/15/201

I want to thank you for another day filled with enriching material and research which fills me with hope for each child that walks through our doors each morning. So many teachers left feeling the same way, and I can't wait to see it put into practice. Our schools will be a better place and more children will have a fighting chance because of the work you do. Thank you!

I wanted to tell you a funny story before I left today but didn't get a chance. Ever since this summer when I saw you at ECU, I have tried to change how I praise my children. I was absolutely guilty of saying how smart they were when they would accomplish something. I started telling them that it was important that they read everyday because it feeds or grows their brains which makes them successful. I also say, "Wow, you are really growing that brain, I am so proud of all of your hard work!" Well my 4 year old son came home from pre-k about a month ago and so proudly announced that he has the second biggest head in his class. I looked at him with a peculiar face and replied, "well that's good, I think?" He looked at me with such a "DUH" face and said, "Mommy, my head is so big because I pay attention to my teacher and my brain keeps growing and growing. It's almost as big as Cameron's. But I feel bad for Cambell because she has a small head, but that's because she gets in trouble all the time. She really never listens to Miss Minch, so her brain never grows big."

I thought this was so cute coming from a 4 year old. I am trying to be a good mom by praising his effort and not saying the word "smart" and now he's obsessed with having the biggest head in the class (literally). Just thought you would enjoy this story :)

Kelly Makepeace
Principal Fellow, East Carolina University
Makepeace, Kelly Shinton MAKEPEACEK02@students.ecu.edu

2/16/2013

I was in your all-day presentation in Washington, NC yesterday. I simply want to say thank you. I am a 5th grade math and science inclusion teacher and the mother of a precious 12 year old boy with severe developmental delays. I reflected, laughed, and even cried a little yesterday. I constantly thought of my students (many by name) during your presentation. It caused me to think and rethink the way that I handle situations with my students who live in poverty. It also made me thankful that my son was born into a family that is able to meet his needs and nurture him so that he can live up to his fullest potential...however limited that may be.

The day was well spent. Thanks again for the day!

Lesley Holley <lholley@beaufort.k12.nc.us>

2/18/2013

I am going to send you a few more comments..

> >>> Connie Denning 2/18/2013 9:28 AM >>>
> Just wanted to let you know that Friday's seminar with Dr. Pawlowski was excellent. Thank you so much for arranging that for us. I really enjoyed the day!!!! :)
> Connie

>>> Ashley Jones 2/16/2013 7:12:58 PM >>>
I just wanted to let you all know how much I enjoyed Friday's workshop with Tammy Pawloski. She did such a great job and I feel like it was the perfect "pep rally" for us as teachers at this point in the year when we can become very tired and exhausted. I was ready to run right back in my classroom Friday afternoon and get started implementing some new ideas and strategies! Thanks so much for all you two did to get this program for our county.
>>> Patti Wardrep 2/16/2013 7:54:47 AM >>>
Great day Friday, I wanted her to go on! Thanks for putting that together for all of us!
Ashley Padgett
Secondary Curriculum Coordinator (6-12), Beaufort County Schools
Ashley Padgett apadgett@beaufort.k12.nc.us

3/2/201

I was very intrigued by your presentation and am sorry I had to leave for the second session. Is it possible to get an e-mail copy of the powerpoint. I would like to use it for a school in-service.
Thank you again
James A. Crawley
Bates Middle School
James Crawley <James.Crawley@sumterschools.net>

3/3/2013

I went to your presentation in myrtle beach. Is there anything you can send on the 25 strategies that I can share at our school? Thanks! Andy Posey
Andy Posey <aposey@lex2.org>

3/3/2013

I want to say, your presentation was excellent on Saturday at the Middle School Conference. I would love to have a copy of all information you are willing to share. It is my desire to inform my staff of such vital information. Thanks for your time and consideration.
Talbert, Tyrone <ttalbert@greenville.k12.sc.us>

3/4/2013

I came to your Children of Poverty: Change the Experience, Change the Brain presentation on Saturday in Myrtle Beach. I am going to present to the faculty at my school in 1 ½ weeks. I would love to know if I may use some of your PPT slides (particularly the ones with brain scans) in my presentation. If so, where may I find the presentation to borrow from?
Your presentation was wonderful! It was truly an agent of change for my classroom!
Robin H. Madden, M.Ed.
6th grade math
Saluda Trail Middle School
Robin Madden <RMadden@rhmail.org>

3/14/2013

Again many, many thanks to you and Markey for making yesterday such a success. We all learned a lot. Thank you for sharing the information on the computer-based simulation. I used it last semester for the first time, and the students got a lot out of it. I will let you know how our discussion about poverty and vulnerable populations goes on the 28th. If we can be of help to you, let me know.
Julia M. Hucks JHucks@FMARION.EDU

3/14/2013

Thanks for teaching this course. I enriched our district design team in some of our class thoughts about what is poverty. I think eyes and ears were opened today!
Audrey aandries@richland2.org

3/21/2013

… I did share things from class during many of our Collab Conference sessions. We did talk at length about changing **our** behavior after we identified kids that are disruptive. We also then established how we would work with the students differently. However, it will be so much more powerful coming from your perspective... Nicole King also has talked in the faculty meeting about how much we have learned from being with you. Your visit date has also been highlighted in our weekly "Eagle Info" notes. In other words, you do have celebrity status already at Forest Lake. Please know that we are grateful and excited about having **you** share... We need your passion and your perspective!!!
Lizzie Padget <lpadget@richland2.org>

3/25/2013

Good afternoon. My name is Cicely Brown and I attended the workshop on Saturday and was very pleased with the presentation and information I obtained. I wanted to email you personally to tell you, you are an excellent speaker and really made me reflect and want to make some changes to meet all my students at their level. I am hoping that you will email your presentation along with the class activities you referred to, to start building relationships.
Cicely Brown, M.Ed., M.A.
Early Childhood Education Instructor
Fort Mill High School
Cicely Brown <BrownC@fort-mill.k12.sc.us>

3/26/2013

I can't tell you how wonderful the response has been from the principals and teachers. I am so glad that were able to provide PD that they feel has so much value. We have encouraged them to look into the summer institute information and I hope you have room for some Berkeley folks. I am interested in seeing if we can become a partner district next year. The partner application is not posted for 2013-2014. Please let me know how we can be considered. Thank you for bringing such a meaningful topic and being a great presenter.
Denise P. Ling, EdD
Director, Office of Federal & State Programs
Berkeley County School District
Denise Ling Lingd@bcsdschools.net

3/30/2013

"Thank you" seems totally inadequate! You made such a tremendous impact on our faculty (and all of those other folks that I do not know). Please, please know how grateful we all are for all the time, energy, and passion you put into your amazing presentation. Just watching you teach is so inspirational. You model all aspects of the art in such a "real" way because you care so deeply about helping us help the children that are entrusted to our care. I can honestly say that I do not think that I have ever seen another presenter at our school receive a standing ovation. This is a true tribute to how much you meant to this group.
You are so correct in saying that these are wonderful teachers. I think (however) that they needed you more at this time of the year than they even realized as many have lost their "hope". They have at times almost (not quite) given up on reaching these students/families that are so tough day in and day out. You helped us all realize that we have to be that "caring advocate" that energetically provides hope, status, and positive strategies on a daily basis. We need this as we plan for the fourth nine weeks.....I saw renewed hope in their eyes, and I have heard from several that are already thinking of things for the next few weeks and next year. Bless you!
Thank you again for all that you did for us through our course. You made a dramatic difference in all of our lives. Thank you, also, for what you did for Forest Lake! We are all betterteachers (and people) from having the opportunity to learn from you.
Lizzie Padget lpadget@richland2.org

4/8/2013

I attended the Poverty Workshop at Winthrop last Saturday and thought it was awesome!!!! I could have listened to you for the entire day. You also mentioned a 2 day course in June. Could you send me some info and the cost? Thanks again for a wonderful workshop.
Pam Whitley
Guidance Counselor, Griggs Road Elementary
Pam Whitley <Pam.Whitley@clover.k12.sc.us>

4/9/2013

I cannot tell you how much our staff appreciated your presentation! A standing O has NEVER happened here! WE are all still talking about it!
We are hoping that you can return August 15th...another 8-11 time frame on the importance and topic of COMMUNITY.
Thank you again, Tammy, for making such a difference in the lives of our school community!
Dr. Kappy Steck, Principal, Forest Lake Technology Magnet
Kappy Steck ksteck@richland2.org

4/15/2013

Thanks for your help! I learned so much in the class and I totally went out of my comfort zone taking an online course. Please keep up with me as well.
Thanks so much for all of your insight and knowledge.
Dena Hood <dhood@richland2.org>

4/15/2013

What a great class! Thanks for teaching the class! I really learned a lot! I wish every teacher/administrator would take this class. It should be mandatory. :)
Robyn Lynn <rlynn@richland2.org>

4/15/2013

Thank you so much for your positive feedback and understanding the other situations that were happening with me. If you ever do a second course about this please let me know because I am totally interested!!!
Melissa Hayden [mhayden@richland2.org]

4/17/2013

Thank you for sharing Tammy! I sent it to my staff as well,,, really something to think about! I also sent an e-mail out few days ago to my whole staff explaining the difference between Intelligence Praise and Effort Praise and gave specific example of how to give effort praise. I had been sharing this with ind. teachers and parents as needed and then realized I needed to tell my whole staff! Thanks again for all the great information!
Tonya Spangler
School Counselor. Bookman Road Elementary
Tonya Spangler tspangle@richland2.org

4/18/2013

I would like to express to you my sincere appreciation for your presentation today. It was relevant to me in a number of ways. First, as an educator for the past 24 years, in a low-income district, it has been evident that poverty and lack of social advantages have negative effects on students. As a middle school assistant principal, it is often frustrating to witness these students failing to make efforts which could remove them from poverty. Your presentation pointed to a number of reasons that this could occur. These children have a special place in my heart- I want to take them home and nurture them. Second, as an adopted child (48 years ago), I was moved to tears on two occasions, when you spoke of your son and when you gave the orphanage illustration from 1966. Like your son, I was truly blessed to be adopted by two loving my parents who began saving for my college education very early. I also was so blessed to have a grandmother who taught school for 40 plus years. Thus, the value of education was instilled in me from the beginning. Third, I like the reminder of the importance of music and other

activities on brain development. I had to remind my 14 year old son, who is a high school freshman, the value of the piano lessons that he took, which are not cool now.
Mary Harrelson, MPA, MSA
Bladenboro Middle School, Assistant Principal
Harrelson, Mary <mbharrelson@bladen.k12.nc.us>

4/19/2013

I am the instructional facilitator at Limestone-Central Elementary School in Gaffney, SC. I attended and very much enjoyed your keynote address at the conference at Winthrop University several weeks ago. If it is not too much trouble, could you send the PowerPoint from your presentation so that our teachers that attended can share with our faculty? We plan to do a book study next school year, and I would like to kick off the study with a short presentation before we leave for the summer.
Melody Bradley
Instructional Facilitator, Limestone-Central Elementary School
Melody Bradley Melody.Bradley@cherokee1.org

I loved the workshop! I am not looking at my notes but there were several thinks that you said we could email you and get copies of and/or links to. I would love for you to do that for me.
Franklin Bowden, Jr. fdbowdenjr@gmail.com

4/25/2013

Thank you so much for the great session on Monday and Tuesday. I have received so many positive comments about the experience from participants, from the frenzy of the simulation to the humor and compassion infused in the workshop on Tuesday. There have been requests for a Part II of the workhsop, so I will have to see what we can do.
Brenda Golden
Santee Lynches Regional Education Center
bwilhite@scpathways.org; on behalf of; Brenda Golden bgolden@scpathways.org

5/1/2013

The workshop Teaching Children of Poverty on March 23rd was rich and ripe with beneficial information that will assist teachers of children. Although I do not teach on a daily basis, I do interact with children of poverty in the Child and Family Development Resource Center and in Ella's Library Nook, a lending library for families enrolled in CFDRC when they come in to borrow books in the . I am a former teacher and do appreciate the sharing that occurred because it is needed and timely. Since returning to CT I've informed educators and other about the session, and folks agree that poverty is affecting the learning and teaching landscape. Thank you for allowing me to attend, I feel strengthened in my resolve that children must be elevated through learning. I will share this announcement with others.
You know it is a small world, while talking with an undergraduate student in Education here at ECSU I found out that she actually drove to Rock Hill SC the same weekend to assist her family in relocating there. She said she that will look into your graduate program.
Are there any programs that offer middle school or high school students exposure to your college if these students are considering careers as teachers? My friend's daughter is in 7th grade (in Charlotte) and is destined to become a teacher. I shared my experience at Winthrop with her, you should have seen the sparkle in her eyes. In our neck of the woods we have the Young Educators Society and the Summer Institute for Future Teachers.
Will Professor Pawloski's PowerPoint presentation from the workshop on March 23rd be available online as promised?
Élise Browne
Library Technician, Curriculum Center
J. Eugene Smith Library, Eastern CT State University
Browne, Elise C. (Library) [mailto:BrowneE@easternct.edu]

5/3/2013

We've been talking a lot about building relationships, and I wanted to just share a little "moment" with you.
This morning, one of my students said, "Ms. Davis, I wish you could go to middle school with us."
This touched me because this is the same student who, at the beginning of the school year, would get mad at me and shut down for the rest of class.
On days when I feel like I'm not making any difference, this is a moment I will remember. J
Cecilia J. Wilburn-Davis
Newington Elementary
wilburn-davis cecilia <cwilburn@dorchester2.k12.sc.us>

5/3/2013

I thoroughly enjoyed your presenation at Winthrop on March 23, 2013. This is the second time I've attended your workshops held at Winthrop. I have been looking for the information presented and the handout you used. Is that information available to view and/or receive?
Brenda Bradley
Chester County Career Center
Brenda Bradley <bbradley1@chester.k12.sc.us>

5/7/2013

Thank you for an outstanding workshop in Henderson! Can you please email information regarding your Teaching Children of Poverty Certification Program? Thank you! Jo Tyler
Tyler, Jo [mailto:jtyler@vcs.k12.nc.us]

5/16/2013

Thank you so much for a very insightful presentation!
Thank you so much and thank you for everything you are doing for our community and our children!
Michele Moses, CPS
Prevention Specialist & Executive Assistant. Sumter Behavioral Health Services
Michele Moses mmoses@sumterbhs.org

5/22/2013

The evaluations from last week's EPFP session are coming in and as I expected, the Fellows really valued your presentation. I had seen you speak before I knew that would respond to the very useful and important information you presented and your personal passion.
The coordinators met yesterday to begin working on the curriculum for next year. We hope you will be able to join again, but perhaps earlier in the year so the Fellows will have your presentation to inform their thinking as they work through the year.
Thanks again for sharing your time, experience and expertise with us – and for your patience during the fire!
Cassie Barber, Executive Director
SC School Improvement Council
Coordinator, SC Education Policy Fellowship Program
University of South Carolina
BARBER, CASSIE <BARBER2@mailbox.sc.edu>

6/3/2013

I am an alum of Francis Marion University and am so proud of the work being done by the Center of Excellence. I have been a part of Education Policy Fellows this year and had the opportunity to hear Dr. Pawloski's presentation last month. I want to pursue the coursework to add the Teaching Children of Poverty endorsement to my certificate, but I will be unable to attend the summer conference due to the Swamp Fox Writing Project Summer Institute. I have not been able to find the information for the courses for the endorsement on the website and hoped you could help.
Amy McAllister, *2013 South Carolina Teacher of the Year*
Amy McAllister [mailto:amy@cerra.org]

6/19/2013

Thank you. Your presentation was great!
Karen Whitley Whitleyk@bcsdschools.net

6/27/2013

I completed and submitted my final reflection re: Children of Poverty class...PD for recertification...617.
To my knowledge, I have completed my required assignments for this class.
I enjoyed the Center of Excellence "Children of Poverty" conference last week.
Thanks for all your expertise, sharing your knowledge, and coordinating the conference.
It's been very insightful and I hope to apply alot of what I've learned to my work with children and families...to make a positive difference in their lives.
Suzanne Gray sjgray@lexrich5.org

7/1/2013

We met on Friday of last week when you came to Vance County and did the presentation for Administration here. We spoke briefly after your amazing session about coming at the start of the school year to do this with my staff. I thought I would try to contact you to see about your open dates. I am initially looking at Monday August 19...would you happen to be available that day? If not, can you provide me some dates that maybe would work?
Garrison, Anne agarrison@vcs.k12.nc.us

September 24, 2013 (Based on course begun in 2012-13 Fiscal Year)

I know I've already shared a little with you about my feelings on this course and the impact it has had on me. But I wanted to share some more now that we are a little over the half-way mark of the 1st nine weeks. As I said before, I am teaching at Lake View this year. I would normally say, "I can't begin to tell you how poverty-stricken these students are..." but you already know what comes next. What I will say is this class has had a profound impact on me. I am able to use what I've learned in this class to be a better teacher. I am more patient and understanding. I am able to communicate with my students' parents more effectively and be more understanding. It's the little things that have made a huge difference. For example, when my assistant wants to put breakfast away and not bring it back out when a student is late, I can explain to her that it isn't the child's fault that they are late and that they NEED breakfast to help them focus as well as feel safe and secure. This class has changed me as a person. I don't judge people I see in the grocery store or at other stores like I did. I understand why some people do what they do and say what they say and act like they act. I may not agree with what I am hearing or seeing, but I don't judge. I think about what I've learned in this class and use that information to stay open-minded.

I have also shared what I've learned from this class with numerous colleagues. I sent the Module 7 YouTube link to my assistant, who has never worked in the public school system before. I know it opened her eyes and has helped her be more understanding. Also, I have talked a lot with my own family about this class. I have tried to educate them on the kids of poverty that I teach. I think maybe they have been listening, too. My son, a sophomore at The Citadel, is taking Education101. He wrote about his philosophy of education and sent it to me. He referred to his mom, "who teaches children of poverty", and the challenges that come with it. I mean, isn't that what this course is supposed to do? Educate people about the effects of poverty on children, right?

My sister Robin is also taking the class. We have had long conversations riding back and forth to work about how this class has changed our outlook on our students. We understand them better. We understand their families better. We are better educators as a result of this class. This is my 22nd year in the classroom and I admit that I was becoming a little jaded. The timing of this class was perfect! Words really can't express the impact this class has had on me.

Thank you again for the work all of you at the COE do!
Beth Pittman [mailto:bethpit@aol.com]

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Center for Educator Recruitment, Retention, and Advancement

Current Fiscal Year: 2013-14

Current EIA Appropriation: $4,435,725

Name of Person Completing Survey and to whom EOC members may request additional information: M. Jane Turner, Esq., Executive Director

Mailing Address: Stewart House at Winthrop University, Rock Hill, SC 29733

Telephone Number: 803.323.4032

E-mail: turnerj@winthrop.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

___ was an original initiative of the Education Improvement Act of 1984

___ was created or implemented as part of the Education Accountability Act of 1998

___ has been operational for less than five years

___ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_x_ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:
S.C. Code Ann. Section 59-25-55 Recruitment

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)
1A.9 Recruitment

Regulation(s):
None

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

_x_ Yes
(Mentor Training is governed in part by State Board of Education Induction and Mentoring Guidelines – Revised 2006)

___ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

CERRA's Mission Statement:

The purpose of the Center for Educator Recruitment, Retention, and Advancement (CERRA) is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

CERRA's Strategic Goals:

1. Provide data-driven programs and services that meet the state's current and future recruitment, retention, and advancement needs.

2. Maintain and expand CERRA's role as a leading repository and interpreter of data on educator recruitment, retention, and advancement.

3. Use innovative communication tools to promote CERRA's mission and the education profession.

4. Be a visible, credible advocate for the education profession.

CERRA's Programs and their Objectives:

CERRA's programmatic efforts focus on the recruitment of students into the teaching profession through instructional programs in the state's middle and high schools and through scholarship and leadership opportunities at the college level; efforts also focus on the retention of teachers through mentor training and leadership development programs in the state's public schools. Programmatic objectives center around the need to increase the participation in, and the effectiveness of, CERRA's recruitment and retention programs, particularly for males and minorities and those in critical need content and geographic areas.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

ProTeam Program: A middle school recruitment program designed to encourage exemplary students in seventh and eighth grades to attend college and consider education as a viable career option

Activities and Processes:

- Increased the number of sites and classes
- Created and distributed a promotional/marketing video
- Continued the curriculum revision process
- Implemented a targeted recruitment campaign to establish new sites in rural, hard to staff districts and schools

Teacher Cadet Program: A high school program designed to encourage academically talented, high-achieving juniors and seniors with exemplary interpersonal and leadership skills to consider teaching as a career. High schools coordinate with one of 21 "College Partners," which are local teacher preparation institutions that offer resources and services, as well as college course credit for successful completion of the Teacher Cadet Program.

Activities and Processes:

- Launched social media promotions for various platforms
- Created and distributed a second edition of the Teacher Cadet Student Guide
- Launched the final phase of the Interactive Technology Hub
- Piloted the Teacher Cadet II course at additional sites
- Utilized Instructor Liaisons to provide services and support at the site level
- Hosted the annual conference for Teacher Cadet Instructors and College Partner Coordinators
- Held an annual meeting for College Partner Coordinators to organize and improve support given by teacher education institutions
- Awarded six Ken Bower Teacher Cadet Scholarships
- Created and utilized programmatic and conference "apps" as supplementary resources
- Distributed two editions of the *College Financial Newsletter*

Teaching Fellows Program: A program designed to recruit high-achieving high school seniors into the education profession by providing up to $6,000 in annual funding for their participation in a Teaching Fellows program at one of 11 designated teacher preparation institutions in SC. Each institution has a "Campus Director" who coordinates its unique Fellows program which provides professional development opportunities above and beyond the regular teacher education program.

Activities and Processes:

- Completed the formal evaluation process for scheduled Teaching Fellows Institutions
- Conducted programmatic strategic planning with all Campus Directors
- Fine-tuned the application and scoring process
- Created and distributed informational rack cards
- Produced and distributed a marketing video
- Provided program and application information to guidance counselors; teachers and club sponsors; science, technology, engineering, and math groups; and the SC Alliance of Black School Educators

Online Educator Employment System/Teacher Expo/Supply and Demand Survey: The System provides a centralized process for individuals to locate job vacancies in SC public school districts and special schools and to complete a standard employment application that can be submitted to any or all of these districts and schools. It also provides a process for public school districts and special schools to post vacancies and search the database of applicants to recruit individuals for vacant positions. The Expo is a statewide teacher recruitment fair designed to facilitate connections between in-state and out-of-state job seekers and SC public school districts and special schools. The Survey collects statewide data on teachers entering the profession, those leaving their classrooms, and numbers of vacancies.

Activities and Processes:

- Modified the job bank aspect of the System to allow school districts and special schools direct access
- Hosted the statewide Expo for certified or certifiable teachers in critical need subject areas
- Administered the Survey to public school districts and special schools

Mentor Training and Induction: In compliance with the State Board of Education's Induction and Mentoring Guidelines, CERRA conducts initial mentor training for experienced teachers and administrators to become effective mentors to beginning teachers. Mentors may become mentor trainers by attending a "Train the Trainer" seminar and then co-training with CERRA-certified trainers. CERRA also developed advanced mentor training for special education teachers and teachers who completed alternative certification programs. Each year, CERRA also hosts the New Teacher Induction Symposium.

Activities and Processes:

- Conducted initial and advanced mentor training sessions across the state
- Cohosted the first annual New Teacher Induction Symposium, in partnership with the Citadel and the RETAIN Center of Excellence at Newberry College
- Administered a survey to certified mentors in nine SC public school districts to begin assessing the effectiveness of initial mentor training

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

ProTeam:

- Established 11 new sites
- Provided professional development for 22 new Instructors
- Served 603 students at 23 sites (37 classes); 217 males and 280 non-white students
- Hosted 17 Instructors at the Fall Renewal Conference

Teacher Cadet:

- Established two new sites
- Provided professional development for 29 new Instructors
- Served 2,396 students at 162 sites (185 classes); 552 males and 797 non-white students
- Served 16 students in a *Coaches in Training* Teacher Cadet class
- Utilized 17 Instructor Liaisons to provide services and support to 166 Instructors
- Hosted 103 Instructors and 18 College Partner Coordinators at the Fall Renewal Conference
- Hosted 18 College Partner Coordinators at the annual College Partners' meeting

Teaching Fellows:

- Received 798 applications from students in 172 SC public and private high schools; 581 identified themselves as a Teacher Cadet
- Invited 407 students to interview at five locations across the state; awarded 175 fellowships
- Completed a formal program evaluation at USC Upstate and Newberry College
- Held four organizational meetings of the 11 Campus Directors
- Developed three new strategic goals for all Teaching Fellows programs
- Collaborated with five Teaching Fellows Institutions to take 105 students on a historical/multicultural trip to Atlanta
- Completed mid-cycle program/financial audits at Lander University and Furman University

Online Educator Employment System/Teacher Expo/Supply and Demand Survey:

- A total of 29,902 applications were created or modified in the System
- More than 20,000 of the applications came from SC residents; 9,697 are already certified teachers in the state
- Every SC school district and special school accessed the database of applicants a total of 52,632 times
- The Expo was attended by 336 candidates and representatives from 23 school districts
- The Survey was completed by 79 districts and one special school

Mentor Training and Induction:

- Certified 1,500 mentors from 67 districts through 55 initial mentor trainings, for an overall total of 10,512 trained
- Trained 20 certified mentors as trainers, bringing the total number of trainers to 272
- Held two special education mentor trainings for 26 participants, resulting in a total of 326 mentors who have completed this training
- Held a training for 30 mentors who work with alternatively certified teachers
- The New Teacher Induction Symposium was attended by 187 SC teachers who had just completed their first year of teaching and representatives from 40 school districts and education institutions
- Administered a survey to more than 200 certified mentors in nine SC public school districts to begin assessing the effectiveness of initial mentor training

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

ProTeam:

- Student participation increased by 73%
- Number of sites increased by 77%
- Percentage of male students was 36%
- Percentage of non-white students was 46.4%
- 74% of sites were located in Geographic Critical Need Schools
- Added one site in a Palmetto and Federal Priority School
- Implemented in two additional states

Teacher Cadet:

- Percentage of male students was 23%
- Percentage of non-white students was 33.3%
- 73% of all SC public high schools had a Teacher Cadet Program
- After completing the course, 41% students chose teaching as the career they plan to pursue after college
- Of the Cadets who plan to teach, one out of every four indicated that they had been undecided or planned to pursue a different career before taking the course
- 96% said that the course was either very effective or somewhat effective in helping them formulate a positive perception of the teaching profession
- 43% of sites were located in Geographic Critical Need Schools
- A finalist for the 2012 Dick and Tunky Riley "WhatWorksSC" Award for Excellence

Teaching Fellows:

- 76% from the 2000-2008 cohorts graduated from the Teaching Fellows Program
- 73.1% (866) of these graduates are employed in 72 SC public school districts
- 54.3% (470) of these graduates who are employed in a SC public school district teach in a Geographical Critical Need School
- 22 graduates teach in Palmetto and Federal Priority Schools
- 501 graduates have satisfied their loan through service; 84% are still employed in a SC public school district
- Nearly half (48.5%) of all graduates who are employed in a SC public school district have already satisfied their loan through teaching service
- 82 graduates are in deferment status (graduate school, grace year, military service, or approved special request), and are still eligible to teach and receive forgiveness through service

Online Educator Employment System/Teacher Expo/Supply and Demand Survey:

- Revised and upgraded the online application and job bank aspects of the System
- 34 attendees of the 2012 Expo were hired to fill existing vacancies in the state for the 2012-13 school year
- In the past ten years, more than 960 teachers, including approximately 315 males and 300 minorities, have been hired as a result of their participation in the Expo
- Published a report that summarizes data from the Supply and Demand Survey (see Attachment A)

Mentor Training and Induction:

- 77% of certified mentors who responded to the survey indicated that the initial training was very effective in helping them develop the skills needed to provide tailored support to their assigned first-year teacher; the remaining 23% said that the training was somewhat effective in doing so
- 83% of certified mentors who responded to the survey indicated that the initial training was very effective in helping them develop the skills needed to provide feedback and assistance that led to the first-year teacher's improved instruction; the remaining 17% said that the training was somewhat effective in doing so

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

2012-2013

Has an evaluation ever been conducted?

_x_ Yes
___ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

CERRA conducts annual evaluations to assess the effectiveness of each of its programs and services. A variety of quantitative and qualitative methods are used to collect and analyze relevant data that ultimately lead to the overall improvement of each program and service. The information collected and analyzed includes demographic data, numbers of program participants and completers by gender and race, financial reports, workshop evaluations, perceptual and factual surveys administered at the beginning and end of the school year, as well as interviews and site visit reports.

Program evaluation results are disseminated through various reports and publications at the end of each fiscal year. Some of the key findings from the most recent evaluation include: the ProTeam and Teacher Cadet Programs continue to grow and meet expected outcomes of producing exemplary students who are interested in teaching; the Teaching Fellows Program is a highly effective recruitment and retention tool for public school educators; and preliminary results indicate that Mentor Training is effective in preparing mentors to support beginning teachers.

All program results and recommendations are published in CERRA's 2012-13 annual report, which can be accessed by clicking on the link below.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_x_ Yes
___ No

CERRA's 2012-13 Annual Report available at:
http://www.cerra.org/media/documents/2013/9/1213_CERRA_Annual_Report.pdf

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

- Flow-through funds (known as site grants) used for materials, resources, activities, etc., which are provided to ProTeam and Teacher Cadet Instructors, as well as to College Partners who support the Teacher Cadet sites, would be reduced or suspended.

- The length and/or number of professional development activities hosted by CERRA would be reduced or suspended.

- The use of contractual, part-time Teachers-in-Residence (now known as Program Facilitators) would be limited or suspended.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

- The number and/or size of Teaching Fellows awards may have to be reduced, resulting in fewer students in the pipeline preparing to become teachers who are willing to teach in the state's public schools.

- Reductions in the size of site grants to support the ProTeam and Teacher Cadet Programs would impact the effectiveness of the Programs and the ability of the College Partners to provide support and resources.

- The use of contractual Program Facilitators may have to be limited or discontinued, impacting the support CERRA is able to provide to the ProTeam and Teacher Cadet Programs.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_x_ The same as appropriated in the current fiscal year's appropriation

___ An increase over the current fiscal year's appropriation

___ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

No increase or decrease requested.

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$3,935,725	$4,435,725
General Fund[1]	$145,431	$145,431
Fees[2]	$32,700	$25,000
Other Sources		
Revenues[3]	$112,821	$50,000
Collections[4]	$820,609	$200,000
TOTAL:	$5,047,286	$4,856,156

1 – National Board support funds received from SDE
2 – District professional development materials and expenses (Teacher Forum)
3 – Sales of curriculum and other materials (used for professional development, site grants, and scholarships) and registration for the Expo and the Induction Symposium (offsets event costs)
4 – Collections from Teaching Fellows who did not fulfill the teaching service requirement (used for collection expenses and as reserve fund for future award decisions/notifications)

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	$532,945	534,243
Contractual Services	$95,817	90,870
Supplies & Materials	$23,599	25,500
Fixed Charges	$36,160	39,200
Travel	$72,714	75,053
Equipment	$7,008	5,503
Employer Contributions	$173,142	180,986
Allocations to Districts/Schools/Agencies/Entities[1]	$2,255,564	3,484,370
Balance Remaining[2]	$738,776	
TOTAL:	3,935,725	4,435,725
# FTES:	11[3]	12[4]

1 – Includes Teaching Fellows awards sent directly to institutions of higher education
2 – Unused Teaching Fellows awards
3 – Eleven full-time employees and one part-time employee whose salaries are paid out of EIA funds (50% of the salary of two of the full-time employees are paid out of other fund sources)
4 – One part-time employee will resume full-time employment

FALL 2012 TEACHER/ADMINISTRATOR SUPPLY AND DEMAND SURVEY

DECEMBER 2012

CENTER FOR EDUCATOR RECRUITMENT,
RETENTION, AND ADVANCEMENT

Introduction

Since 2001, the Center for Educator Recruitment, Retention, and Advancement (CERRA) has administered the annual Teacher/Administrator Supply and Demand Survey to South Carolina's public school districts. Once the information is submitted, CERRA compiles a statewide report summarizing data on teacher and administrator positions, hires, vacancies, and departures. CERRA would like to sincerely thank the district representatives who complete this survey each year. Their collaboration facilitates the completion of this very important and complex process.

When reporting allocated teacher positions, teachers and administrators hired, vacant positions, and teachers who leave, districts are asked to calculate totals in full-time equivalents (FTEs), based on 1.0 for full-time positions and 0.5, 0.75, etc. for part-time positions. For example, if one full-time and three half-time Spanish teachers are hired, the district would report a total of 2.5 FTEs filled rather than four teachers hired.

Teacher Positions

Districts were asked to report the number of allocated teacher positions for the 2012-2013 school year.[1] For the current school year, districts reported a total of 50,395.5 full-time and part-time teacher positions, an increase of 2,300.6 FTEs from last year. Seventy percent of districts indicated an increase in the number of teacher positions for this year, while only 38% did so last year.

Overall statewide, districts reported an increase in the number of FTEs at all school levels. Although the number of positions in elementary, middle, and high schools rose this year, the proportions remained the same. Like last year, elementary positions accounted for about half of all FTEs while middle and high school positions respectively made up 22% and 28% of the total.

Several core subjects consistently represent the largest majority of all allocated teacher positions in the state. Over 70% of all teacher positions were attributable to six subject areas: early childhood/elementary (35%), special education (10%), English/language arts (7%), mathematics (7%), social studies (6%), and science (6%). These percentages have remained constant since the 2009-2010 school year when districts were first asked to submit this information.

Teachers Hired

The total number of FTEs filling vacancies this year in school districts was 5,739.5. This figure reflects a 25% increase of 1,151.1 FTEs compared to last year and a 64% increase in FTEs filled during the 2010-2011 school year when our state saw the lowest number of teachers hired since 2001, the first year of the Supply and Demand Survey.

[1] With the exception of Bamberg 1, McCormick, and Spartanburg 6, all public school districts completed a Supply and Demand Survey. The SC Department of Juvenile Justice also submitted a survey. Information from these 80 districts and specials schools is included in all data tables throughout the report.

Nearly 1,700 early childhood and elementary FTEs were filled this year, signifying the largest number of new hires in a single area. Teachers hired in primary and elementary schools constituted the largest proportion (44%) of the total number of FTEs filled in the state. At the middle and high school levels, the majority of new hires were concentrated in just a few subject areas including English/language arts, mathematics, science, and social studies. Across all school levels, special education teachers accounted for the greatest number of hires.

Thirty-six percent of all FTEs filled this year were new graduates from teacher education programs in the state. Approximately 9% of the FTEs filled were new graduates from teacher education programs in another state. Teachers who transferred from one South Carolina district to another made up 28% of the FTEs filled this year. This percentage is a slight increase from the 25% who switched districts last year. About 14% of the new hires transferred from another state.

This year, just over 5% of newly hired teachers in the state came through alternative certification programs. Districts reported 217.5 FTEs filled by participants in the Program of Alternative Certification (PACE). This figure denotes a 60% increase compared to the data submitted last year. While the number of first-year PACE teachers hired rose across all school levels, elementary schools saw the most substantial growth when this number doubled over the past year. Much of this growth was caused by an increase in the number of PACE teachers hired in special education and media. Over half of the new PACE hires this year were at the high school level. One-third of all first-year PACE teachers can be attributed to those hired to teach science and business education in middle and high schools.

In addition to PACE, two other alternative certification programs in South Carolina filled 104.2 FTEs for the current school year. The American Board for Certification of Teacher Excellence (ABCTE) was responsible for supplying 23.2 FTEs, while the Teach For America program supplied 81 FTEs. This is a considerable increase compared to the 29 FTEs filled by teachers who were hired through Teach For America last year.

Of the teachers hired to fill vacant FTEs this year, approximately 20% are minorities and another 20% are males. These statistics are marginally larger than the portion of minority and male teachers that make up the total teacher population in the state. According to the South Carolina Department of Education, 17% of the state's public school teachers in the 2011-2012 school year were identified as minority and 18% as male. This trend has remained relatively constant over the last decade.

Vacant Teacher Positions

Districts reported 272.4 vacant FTEs at the beginning of the 2012-2013 school year. This figure signifies a 60% increase of 101.6 vacant FTEs compared to last year. Vacancies in high schools held the largest share (41%) of unfilled teacher positions this year. Forty-five percent of high school vacancies were in science, career and technology, English, and mathematics.

Vacant positions in primary and elementary schools were a close second, explaining 37% of all vacancies in the state. This percentage is higher than last year, mostly due to an increase in the number of vacant positions requiring early childhood or elementary certification. Districts

reported 47 unfilled FTEs in these certification areas, which is just over 17% of all statewide vacancies. Last year, early childhood and elementary positions made up only 7% of total vacancies.

Similar to data submitted last year, vacancies in special education across all school levels constituted the largest portion (18%) of unfilled FTEs in the state. Three districts (two large districts and one small, high-poverty district) were responsible for half of all vacant special education FTEs in the state. These same three districts contributed one-third of statewide vacancies for the current school year.

Teachers Leaving

Districts reported a total of 4,583.3 FTEs held by teachers who did not return to their classrooms for the 2012-2013 school year. This figure represents an increase of nearly 300 FTEs compared to information submitted last year. The most significant difference is in the number of teachers who transferred to another South Carolina district, private school, or college/university. This year, nearly one-quarter of teachers fell into this category, whereas only 15% of teachers did so in 2011-2012. Also, the proportion of teachers who changed professions rose from almost 3% to just over 4%. Reductions in force accounted for less than 0.5% of teachers who did not return to their classrooms this year. Last year, this group made up nearly 2% of teachers who left. And finally, terminations and contract non-renewals explained only 4.5% of teachers who did not return this year, compared to 5.4% last year.

Among several other categories, however, the breakdown of data reported for the past two years is similar. Twenty-three percent of FTEs occupied by teachers who left their classrooms retired from the profession. More specifically, they retired for the first time, their TERI period ended, or they were working retirees who were not rehired. Approximately 15% who did not return to their classrooms this school year resigned for reasons unknown to their districts. Another 10.5% left for personal reasons including maternity leave, illness or disability, caring for a sick or aging parent, and so on.

A majority (65%) of teachers who did not return this year had more than five years of teaching experience, mostly due to the large number of retirees and those teachers who transferred to another district, moved to a private school, or are now teaching at the college level. Almost 24% of the teachers who left had anywhere from two to five years of experience, and the remaining 11.5% who left had one year of teaching or less. These statistics reinforce the widely-held proposition that ongoing support is needed for educators in their first few years of teaching to provide them with the assistance needed to become successful in the classroom.

Administrators

A slight decline in the number of newly hired administrators occurred in the current school year. Compared to last year, 31.8 fewer FTEs were filled by administrators in public school districts. The number of vacant administrator positions, however, more than tripled this year. This statistic is attributable mostly to the increase in district-level administrator vacancies categorized as "other."

Teacher Expo

The purpose of the Teacher Expo is to match educators seeking positions with public school and district personnel in South Carolina. School districts not only provide information to prospective employees but also conduct on-the-spot interviews, and in some cases, offer contracts. In 2010, the in-person Expo was suspended due to declining school budgets and a subsequent impact on districts' need and ability to take part in the event. Instead, CERRA and the South Carolina Association of School Administrators (SCASA) hosted a virtual Expo. The in-person Expo was reinstated in 2011 at the request of personnel administrators for certified and certifiable teachers in critical need subject areas. In June 2012, the Expo was again limited to critical subject areas; 26 districts participated, and 201 candidates from 23 states and Ontario attended.

Districts were asked to report the number of teachers hired as a result of the 2012 Teacher Expo. A total of 34 teachers who attended the Expo were hired for the 2012-2013 school year; 16 of these hires are minority teachers and ten are males. Over the last decade, about 980 teachers, including approximately 320 males and 300 minorities, have been hired as a result of their participation in the Expo.

Conclusion

The significant increase in the number of teacher positions and newly hired teachers indicates that our public education system is beginning to recover from the budgetary constraints of the past few years. However, vacancies rose by 60% as compared to last year, and public school districts continue to experience difficulty filling vacancies in critical subject areas, certain geographic areas, and low-performing schools. An average of 5,200 public school teachers leave the classroom each year, with about 1,000 taking teaching positions in other districts. According to the South Carolina Commission on Higher Education, about 2,000 students graduate from South Carolina teacher education programs each year. The need to recruit and retain effective teachers in our state is as critical as ever.

Data Tables

Table 1A includes the number of allocated teacher positions for the 2012-2013 school year. Allocated teacher positions refer to all teacher slots funded in the districts' 2012-2013 budgets.

Table 1A	Number of Teacher Positions			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		2.5	98.5	101
Art	584.5	268.92	353.43	1,206.85
Business & Marketing Technology		182.85	583.01	765.86
Career & Technology (Work-Based Certifications)		101.07	810.05	911.12
Computer Programming		43	23.5	66.5
Dance	26.5	33	30.15	89.65
Driver's Education			77.56	77.56
Early Childhood / Elementary (any or all subjects)	17,617.25			17,617.25
English for Speakers of Other Languages (ESOL)	241.5	77.47	79.38	398.35
English / Language Arts		1,708.79	1,895.22	3,604.01
Family & Consumer Sciences		43.5	119.5	163
Gifted & Talented	288.22	133.46	56.35	478.03
Guidance	722.84	460.9	700.65	1,884.39
Health	15.47	63.11	88.93	167.51
Industrial Technology		62.46	57.5	119.96
Literacy	445.7	137.46	64.35	647.51
Mathematics		1,684.85	1,899.35	3,584.2
Media Specialist	609.5	253.3	242.75	1,105.55
Montessori	204	1		205
Music	641.22	461.58	382.29	1,485.09
Physical Education	698.36	450.25	615.66	1,764.27
School Psychologist	211.39	92.85	85.19	389.43
Science		1,385.55	1,616.2	3,001.75
Social Studies		1,365.84	1,642.35	3,008.19
Special Education				
Blind & Visually Impaired	23.3	18	17.6	58.9
Deaf & Hard of Hearing	66.67	22.62	26.62	115.91
Early Childhood	202.4			202.4
Emotional Disabilities	199.7	105.65	150	455.35
Learning Disabilities	947.08	613.5	757.65	2,318.23
Mental Disabilities	245.3	126	163	534.3
Multicategorical	307.05	173.9	238.28	719.23
Severe Disabilities	144.8	54.6	90.6	290
Other Special Education	120.1	37.05	40.15	197.3
Speech Language Therapist	685.91	95.16	55.29	836.36
Theater	20	49	64.88	133.88

Table 1A continued	Number of Teacher Positions			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	13.3	7.5	8.7	29.5
French	18	31.33	122.83	172.16
German	4	7.95	30.25	42.2
Japanese	0	0	2	2
Latin	0	9.5	20.83	30.33
Russian	0	0	0	0
Spanish	83.55	123.8	475.08	682.43
Other	214.58	194.47	323.83	732.88
TOTAL	**25,602.2**	**10,683.8**	**14,109.5**	**50,395.5**

Table 2A includes the number of FTEs filled by newly hired teachers for the 2012-2013 school year.

Table 2A	Number of FTEs Filled by Newly Hired Teachers			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0	13	13
Art	53	35.63	31.13	119.76
Business & Marketing Technology		24.5	63.71	88.21
Career & Technology (Work-Based Certifications)		5.75	69.9	75.65
Computer Programming		0	1.5	1.5
Dance	3.67	6.67	6.86	17.2
Driver's Education			1.5	1.5
Early Childhood / Elementary (any or all subjects)	1,694.65			1,694.65
English for Speakers of Other Languages (ESOL)	17.59	25.08	9.58	52.25
English / Language Arts		302.59	257.65	560.24
Family & Consumer Sciences		5.5	16.5	22
Gifted & Talented	31.15	4.85	0.25	36.25
Guidance	61.5	39.2	75.8	176.5
Health	0	4	9	13
Industrial Technology		3	1	4
Literacy	31	7	8	46
Mathematics		247.5	244.9	492.4
Media Specialist	65	17.5	20.5	103
Montessori	13	1		14
Music	59.85	56.08	67.38	183.31
Physical Education	46.6	50.9	61.5	159
School Psychologist	22.39	6.33	18.17	46.89
Science		189.5	238.75	428.25
Social Studies		172.05	186.7	358.75

Table 2A continued	Number of FTEs Filled by Newly Hired Teachers			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Special Education				
Blind & Visually Impaired	3	1	1	5
Deaf & Hard of Hearing	7.5	1	0	8.5
Early Childhood	33			33
Emotional Disabilities	23	19	10	52
Learning Disabilities	112	93.9	95.5	301.4
Mental Disabilities	29	16	17	62
Multicategorical	57	38.5	35	130.5
Severe Disabilities	10	3	2	15
Other Special Education	26	0.75	2.75	29.5
Speech Language Therapist	73.17	11.27	8.06	92.5
Theater	7.5	8.25	8	23.75
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	10.5	4	4.5	19
French	6	6.5	11.5	24
German	2	3	5.25	10.25
Japanese	0	0	0	0
Latin	0	2	4	6
Russian	0	0	0	0
Spanish	19.9	42.75	109	171.65
Other	8.5	9	30.5	48
TOTAL	**2,527.5**	**1,464.6**	**1,747.4**	**5,739.5**

Table 2B includes the source of FTEs filled by newly hired teachers for the 2012-2013 school year.

Source	Number of FTEs Filled by Newly Hired Teachers
New Teacher Education Program Graduate – In State	2,061
New Teacher Education Program Graduate – Out of State	507.4
PACE	209.2
ABCTE	23.2
Teach For America	81
Adjunct Teaching Certificate (as defined by State Board of Education Regulation 43-62)	1
Inactive South Carolina Teacher, Returned to Teaching	202.1
Teacher from Another South Carolina District	1,614.6
Teacher from Another State	779
Teacher from Outside the United States	110
Other	151
TOTAL	**5,739.5**

Table 2C includes the number of FTEs filled by minority teachers and male teachers for the 2012-2013 school year.

Table 2C	Number of FTEs Filled by Newly Hired Teachers
Minority Teachers	1,136.5
Male Teachers	1,162.4

Table 3A includes the number of FTEs filled by first-year PACE teachers for the 2012-2013 school year.

Table 3A	Number of FTEs Filled by First-Year PACE Teachers			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0	0	0
Art	3	2	1	6
Business Education		10.75	23.46	34.21
Dance	0	0	1	1
English / Language Arts		9	15	24
Family & Consumer Sciences		2	4	6
Health	0	0	2.5	2.5
Industrial Technology		0	0	0
Mathematics		7	13	20
Media Specialist	2	1.5	3	6.5
Music	3	1	7	11
Physical Education	1	5	4	10
Science		10	26	36
Social Studies		15	9	24
Special Education: Emotional Disabilities	5	4	2	11
Theater	0	3.25	1	4.25
World Languages				
French	1	1	0	2
German	0	0	1	1
Latin	0	2	3	5
Spanish	2.5	3.5	7	13
TOTAL	**17.5**	**77**	**123**	**217.5**

Table 4A includes the number of vacant teacher positions at the beginning of the 2012-2013 school year.

Table 4A	Number of Vacant Teacher Positions			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
Agriculture		0	0	0
Art	0	0	1	1
Business & Marketing Technology		2.67	3	5.67
Career & Technology (Work-Based Certifications)		0	11.33	11.33
Computer Programming		0	1	1
Dance	0	0	0	0
Driver's Education			1.25	1.25
Early Childhood / Elementary (any or all subjects)	47			47
English for Speakers of Other Languages (ESOL)	3	1	4.5	8.5
English / Language Arts		11	10.5	21.5
Family & Consumer Sciences		0	1	1
Gifted & Talented	0.8	0.4	2.13	3.33
Guidance	2	1.5	1	4.5
Health	0	0	1	1
Industrial Technology		0	0	0
Literacy	3.5	4.5	0	8
Mathematics		10	10	20
Media Specialist	8	1	1	10
Montessori	1	0		1
Music	3	0.5	1	4.5
Physical Education	0	1	0	1
School Psychologist	0	0	1	1
Science		5.83	18	23.83
Social Studies		6	3	9
Special Education				
Blind & Visually Impaired	1	0	0	1
Deaf & Hard of Hearing	0	1	0	1
Early Childhood	2			2
Emotional Disabilities	0	2	1	3
Learning Disabilities	6.5	4	13.5	24
Mental Disabilities	4	0	1	5
Multicategorical	3.25	0.25	5	8.5
Severe Disabilities	2	0	0	2
Other Special Education	1	0	2	3
Speech Language Therapist	7.2	1.4	1	9.6
Theater	0.4	0	0.5	0.9

Table 4A continued	Number of Vacant Teacher Positions			
Subject Area	**Primary/ Elementary**	**Middle**	**High**	**Total**
World Languages				
American Sign Language (ASL)	0	0	0	0
Chinese	0.5	0.5	0	1
French	0	0	0	0
German	0	0	0	0
Japanese	0	0	0	0
Latin	0	0	0	0
Russian	0	0	0	0
Spanish	0.5	3	9	12.5
Other	3.5	3.3	6.5	13.3
TOTAL	**100.2**	**60.9**	**111.3**	**272.4**

Table 5A includes the number of FTEs held by teachers who did not return to their classrooms for the 2012-2013 school year.

Table 5A	Number of FTEs Held by Teachers who Left their Classrooms									
Reason for Leaving	Primary / Elementary			Middle			High			TOTAL
	Years of Teaching Experience			Years of Teaching Experience			Years of Teaching Experience			
	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	≤ 1	2 - 5	> 5	
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0	10	516.1	1	10	205	0	5	326	**1,073.1**
Changed profession	12.25	21.6	32.5	7	16.5	23	13.5	31	34	**190.75**
Teaching position in another SC district, private school in SC, or college/university in SC	48	123.8	240.9	34.5	78.6	154	42	95	263.51	**1,080.31**
Teaching position in another state/country	11	21.35	60	8	20.35	19	11.25	24.3	33	**208.25**
Other education position in SC	2	8	22	1	5	16	2	2	34	**92**
Other education position in another state/country	1	5	8	1	1	3	1	3	3	**26**
Reduction in force (RIF) / Program elimination	1	1	1	3	1	0	4	1	4	**16**
Did not qualify for SC certificate	2	4	1	1	3	3.5	4	7	4.5	**30**
Termination or contract/letter of agreement non-renewal, for cause	14.4	7.5	29.1	20	12	25.5	15.8	13.6	40.5	**178.4**
International teacher returned to country of origin	2	2	12	1	2	9	0	5	20	**53**
Returned to school to obtain advanced degree	1	7	11	4	4	0	5	13	5	**50**
Moved out of area (including spouse relocation, military assignment, etc.)	34	74	75	20.1	46	40	21.5	35	46.7	**392.3**
Personal (including stay home with children, illness/disability, caring for sick or aging parent, etc.)	24	77.5	141.3	9	30	53.5	19.25	45.53	80.5	**480.58**
Resignation for unknown reason	51.8	77	155.25	35	60	76.5	28.5	55	126.6	**665.65**
Other	2	5	8	2	4	7	6	7	5	**46**
Total	206.5	444.8	1,313.2	147.6	293.5	635	173.8	342.5	1,026.4	**4,583.3**
TOTAL	1,964.5			1,076.1			1,542.7			**4,583.3**

Table 5B includes the number of FTEs held by PACE teachers who did not return to their classrooms for the 2012-2013 school year. PACE teachers also are included in question 5A.

Table 5B Reason for Leaving	Number of FTEs Held by PACE Teachers who Left
Retirement (including first-time retirees, TERI period ended, and retirees not rehired)	0
Changed profession	7
Teaching position in another SC district, private school in SC, or college/university in SC	19
Teaching position in another state/country	1
Other education position in SC	2
Other education position in another state/country	0
Reduction in force (RIF) / Program elimination	0
Did not qualify for SC certificate	16
Termination or contract/letter of agreement non-renewal, for cause	5
International teacher returned to country of origin	0
Returned to school to obtain advanced degree	1
Moved out of area (including spouse relocation, military assignment, etc.)	3
Personal (including stay home with children, illness/disability, caring for sick or aging parent, etc.)	5
Resignation for unknown reason	6
Other	5
TOTAL	**70**

Table 6A includes the number of FTEs filled by newly hired administrators and the vacant administrator positions for the 2012-2013 school year.

Table 6A Type of Administrator	Number of FTEs Filled by Administrators	Number of Vacant Administrator Positions
District Superintendent	6	0
District Assistant Superintendent	15	3
Other District-Level Administrator	62.2	31
Primary / Elementary School Principal	48	5
Primary / Elementary School Assistant Principal	63.75	3
Middle School Principal	28	0
Middle School Assistant Principal	61.25	2
High School Principal	35	2
High School Assistant Principal	64.5	4
Other School-Level Administrator	24.65	7
Other	19	0
TOTAL	**427.4**	**57**

Tables 7A and 7B include information about the South Carolina Teacher Expo.

Table 7A	Yes	No	Undecided	No answer
Did you participate in the Expo held on June 21st, 2012?	26	50	-----	4
Are you planning to attend next year's Expo?	31	9	31	9

Table 7B	Number of Teachers Hired as a Result of the Expo
Minority Teachers	16
Male Teachers	10
Total Teachers	34

Report Prepared By:

Dr. Jennifer Garrett, Coordinator of Research and Program Development, CERRA

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name:	**South Carolina Program for the Recruitment and Retention of Minority Teachers** **South Carolina State University**
Current Fiscal Year:	**2013-14**
Current EIA Appropriation:	**$ 339,482.00**

Name of Person Completing Survey and to whom EOC members may request additional information:

	Reinell Thomas-Myers
Mailing Address:	**Post Office Box 7793** **SC State University** **Orangeburg, South Carolina 29117**
Telephone Number:	**803-536-8818**
E-mail:	**rathomas@scsu.edu**

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

_X_ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Part 1B Section 1A H63-Department of Education-EIA

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.9 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment)

Regulation(s):

N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

_X_ Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

MISSION: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act - funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University's Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

Current Annual Objectives are—

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University.

Objective #2
On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

Objective #3
To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

ACTIVITIES AND PROCESSES

- Program recruitment activities for AY 2012-2013 involved: recruitment exhibitions and participation in fall and Winter Open House, and Youth Day at SC State University, freshman orientation sessions, mailings and responses to program inquiries, visits to five school districts, to nine technical colleges, and participation and recruitment exhibitions at college fairs, career day, and SC State's Alumni Showcase.
- The Program Manager assisted with the development of a comprehensive Recruitment plan for the Department of Education FY 2011-2012. The Recruitment plan was fully implemented FY 2012-13.
- SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2012-2013.
- SC-PRRMT plans to continue to address the state's teacher shortage and to produce quality teachers for South Carolina's teaching force. As part of its overall expansion initiatives, PRRMT plans to establish and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. As part of its expansion efforts, the program plans to implement instruction by virtual delivery to a greater degree. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.
  (Please see attached Expansion Plan of Action)
- Because of budget cuts, the Program did not air any televised teacher education recruitment ads for the current fiscal year 2013-2014, or the 2012-2013 fiscal year.
- The Partnership with CERRA and the Call Me MISTER program will continue for AY 2013-2014.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

PRODUCTS AND SERVICES

- The Program continues to administer a Forgivable Loan Program. This past academic year 27 students received forgivable loans.
- Twelve (92%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2012-2013 Academic Year. Twelve of 13 (92%) maintained their eligibility. All 14 (100%) of the Program's M.A.T. participants maintained their eligibility. Twenty-seven students participated in the program.
- For academic year 2012-2013, ninety-six percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

3.75 – 4.00	(7)
3.50 – 3.74	(8)
3.00 – 3.49	(11)

- For the 2012-2013 Academic Year, 12 students graduated; all 12 (100%) met certification requirements.

- The Program graduated 12 students. To date, 10 (83%) have gained employment in a South Carolina Public school. All 10 are teaching in a critical geographic school and/or in a state-declared critical need subject area.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Objective #1
To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment to teacher education programs at South Carolina State University.

OUTCOMES:

TABLE 1
ENROLLMENT FIGURES FALL 2009 - SPRING 2013

Year	Number
Enrollment 2009-2010	34
Enrollment 2010-2011	28
Enrollment 2011-2012	27
Enrollment 2012-2013	27
Mean	**29**

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other Programs with teaching missions to fund student participants. As shown in Table 1 above, the Program's average enrollment in Teacher Education Curricula is 29 for fall 2009-spring 2013.

Objective #2
On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

OUTCOMES:

TABLE 2
STATE- DECLARED CRITICAL NEEDS

Year	Total Number of Graduates	Graduation in a Critical Need Subject Area	Placement in Critical Geographic School	Percentage of Graduates Teaching in State-Declared Subject Areas or Schools
2009-2010	9	1 (11%)	5 (56%)	6 (67%)
2010-2011	10	3 (30%)	8 (80%)	100 %
2011-2012	7	5 (71%)	6 (86%)	100%
2012-2013	12	2 (17%)	10 (83%)	*83% or higher

* Two (2) 2012-2013 graduates are not placed at the time of this report.

Program Graduates' Placement (Critical Needs)

Number of Graduates Placed in South Carolina Schools as of May 2013	170 (94%)
Number of Graduates in State-Declared Critical Need Subject Areas	61 (37%)
No. of Graduates Placed in Critical Geographic Schools	150 (88%)

Note: Some graduates major in critical need subject areas and accept jobs in critical geographic schools.

Objective #3
To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

OUTCOMES:

- The Program continues to administer a Forgivable Loan Program. This past academic year 27 students received forgivable loans.

- Twelve (92%) of the Program's undergraduate forgivable loan recipients achieved Dean's List status, earning cumulative grade point averages of 3.00 or better during the 2012-2013 Academic Year. Twelve of 13 (92%) maintained their eligibility. All 14 (100%) of the Program's M.A.T. participants maintained their eligibility. Twenty-seven students participated in the program.

- For academic year 2012-2013, ninety-six percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

  3.75 – 4.00 (7)
  3.50 – 3.74 (8)
  3.00 – 3.49 (11)

- For the 2012-2013 Academic Year, 12 students graduated; all 12 (100%) met certification requirements.

- The Program graduated 12 students. To date, 10 (83%) have gained employment in a South Carolina Public school. All 10 are teaching in a critical geographic school and/or in a state-declared critical need subject area.

- Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A

number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.

- The teaching experience of graduates range from 1 to 19 years.
- One hundred and thirty-three (81%) of the Program's placed graduates have gained 5 to 19 years teaching experience, and the mean years of teaching for all graduates is 15.5 years.

The table below shows the commitment of our forgivable loan graduates beyond their contractual teaching requirement(s).

TABLE 3
TEACHING EXPERIENCE OF FORGIVABLE LOAN PARTICIPANTS
N=133

No. of FL Participants Bachelor's	No. of Years Teaching	Percentage Beyond Teaching Requirement of 5 Years	No. of FL Participants M.A.T.	No. of Years Teaching	Percentage Beyond Teaching Requirement of 2 Years
9	5	0%	5	5	150%
4	6	20%	6	6	200%
10	7	40%	8	7	250%
3	8	60%	-	-	-
6	9	80%	-	-	-
4	10	100%	-	-	-
6	11	120%	1	11	450%
6	12	140%	-	-	-
0	13	-	-	-	-
7	14	180%	-	-	-
12	15	200%	-	-	-
15	16	220%	-	-	-
17	17	240%	-	-	-
11	18	260%	-	-	-
3	19	280%	-	-	-
TOTAL 113	-		**TOTAL 20**	-	-

Of the 113 Bachelor's participants, 71.68% (81 out of 113 participants) years of teaching range from 10 years to 19 years. For these participants, the percentage beyond the teaching requirement of 5 years range from 100% to 280%.

Of the 14 M.A.T. participants, 100% (20 out of 20 participants) years of teaching range from 5 years to 6 years. For these participants, the percentage beyond the teaching requirement of 2 years range from 150% to 450%.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

January 1997

Has an evaluation ever been conducted?

__X__ Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

N/A

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X_ Yes

_____ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Due to budget reductions the past five fiscal years, we reduced the following budget line items or eliminated the budget line items:

Personnel Services, Contractual Services, Equipment and Maintenance, Forgivable Loans, Marketing, and Travel. If funds are available in the collections account, those funds will be used to assist with our forgivable loan awards, and for additional sites to expand beyond the geographic areas we currently serve.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

This would place an extreme hardship on program participants, as institutional costs continue to rise. The present program allocation limits the project's recruitment capacity and the program's ability to adequately fund students for their matriculation in teacher education programs. Moreover, projections of no additional EIA revenue will further jeopardize the Program.

The program has been asked to extend beyond the geographic areas it currently serves. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X_ The same as appropriated in the current fiscal year's appropriation

___ An increase over the current fiscal year's appropriation

___ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____N/A_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$339,482.00	$339,482.00
General Fund	-0-	-0-
Lottery	-0-	-0-
Fees	-0-	-0-
Other Sources	-0-	-0-
EIA Reduction	-0-	-0-
Carry Forward from Prior Year	-0-	-0-
TOTAL:	**$339,482.00**	**$339,482**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	$146,388.57	$146,388.57
Contractual Services	1,101.00	1,500.00
Supplies & Materials	2,379.00	980.72
Fixed Charges	1,150.00	720.00
Travel	2,175.00	3,545.00
Equipment	1,200.72	-0-
Employer Contributions	31,344.71	31,344.71
Allocations to Districts/Schools/Agencies/Entities	-0-	-0-
Other: Transfers	-0-	-0-
Forgivable Loans	153,743.00	155,003.00
Balance Remaining	-0-	-0-
TOTAL:	**$339,482.00**	**$339,482.00**
# FTES:		

PRRMT

Expansion Plan of Action

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

September 2013

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

To continue to address the state's teacher shortage, as part of its overall expansion initiatives PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Although these areas are critical geographic areas of the state, programs offered at these sites will include at least three state-declared critical need subject areas. Enrollees (non-traditional students) meeting entry and award requirements will be given a forgivable loan award to assist with expenses while obtaining a baccalaureate degree in teacher education. Awards are used to help cover tuition, fees, and educational materials.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 43 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

To aid in this expansion, PRRMT will continue to market and promote the teaching profession and its benefits to South Carolina school districts and personnel by developing promotional materials to increase statewide awareness, and to establish partnerships with the major targeted areas. Current budget allocations limit the number of Satellite Teacher Education Programs sites PRRMT and establish and maintain, as well as the number of students the program can award assistance. **To expand to additional sites for AY 2015-2016 and subsequent years, the program will need additional funding.**

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Cost Analysis Per Student
2013-2014

Fall 2013	
Tuition Fees and Books/Educational Materials (30 students)	$2,964.76
Marketing initiatives	40.00
Recruitment (Strategic Plan)	33.33
Recruitment (Selection Criteria)	308.33
Praxis I Preparation Sessions (15 Non-Traditional Students)	300.00
Praxis I Materials	60.00
TOTAL	**$3,706.42**

Projected Cost Analysis Per Student

Spring 2014	
Tuition Fees and Books/Educational Materials (40 students)	$1,620.00
Marketing initiatives	30.00
Recruitment (Strategic Plan)	25.00
Recruitment (Selection Criteria)	231.25
Praxis I Preparation Sessions (25 Non-Traditional Students)	180.00
Praxis I Materials	60.00
TOTAL	**$2,146.25**

Note: The above totals represent an average cost per student. Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program. Other participants require only partial funding.

SUMMARY
of
Projected Cost Analysis
Projected Expansion Plan of Action
Projected Costs Per Site Spring 2014
(Berkeley, Richland 1, Georgetown and Williamsburg)

Personnel	$20,000.00	(Instructors for Four (4) sites)
	2,400.00	(Technical Support Distance Education)
Fringes	3,700.00	
TOTAL	$26,100.00	
Travel	3,000.32	(Instructors and Administrative travel to sites)
Instructors Materials	1,550.00	
Facilities Usage	472.50	
TOTAL	**$31,122.82**	

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Projected Cost Analysis
Projected Expansion Plan of Action
Projected Costs For Site Spring 2014
N=4

Sites	**Cost Per Site**	
Berkeley	Instructor's Salary (Instructor on-site)	$2,500.00 x 4 = $10,000.00
	Fringes	1,850.00
	Instructor's Travel	1,200.00
	Instructor's Materials	800.00
	Administrative Travel	167.56
	Facilities Usage	472.50
	Sub Total	**$14,490.06**
Columbia (Richland I)	Instructor's Salary (Distance Education)	$3,333.00 (1/3 Cost)
	Fringes	618.00
	Technical Support	2,400.00
	Instructor's Travel	1,082.00
	Instructor's Materials	250.00
	Administrative Travel	125.00
	Sub-Total	**$7,808.00**
Georgetown	Instructor's Salary (Distance Education)	$3,333.00 (1/3 Cost)
	Fringes	616.00
	Instructor's Materials	250.00
	Administrative Travel	256.54
	Sub-Total	**$4,455.54**
Williamsburg	Instructor's Salary (Distance Education)	$3,334.00 (1/3 Cost)
	Fringes	616.00
	Instructor's Materials	250.00
	Administrative Travel	169.22
	Sub-Total	**$4,369.22**
GRAND TOTAL		**$31,122.82**

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Tentative Schedule of Classes
Spring 2014

Berkeley County School District

Course	*Credit*	*Date/Time*	*Location*
RED 206 -44 Integrating Lang. Arts & Lit. Meth	3	Monday 5:00 – 7:30 pm	St. Stephen Elementary Sch. St. Stephen, SC
CS 150 -44 Computer Science	3	Tuesday 5:00 – 7:30 pm	St. Stephen Elementary Sch. St. Stephen, SC
PS 252-44 American Government	3	Wednesday 5:00 – 7:30 pm	St. Stephen Elementary Sch. St. Stephen, SC
M 150-44 Quanitive Reasoning – Math	3	Thursday 5:30 - 8:00 pm	St. Stephen Elementary Sch. St. Stephen, SC

Proposed Schedule of Classes
Spring 2014

Richland District #1 / Georgetown County / Williamsburg County

Course	*Credit*	*Date/Time*	*Location*
E 150 English Composition	3	Monday 5:00 – 7:30 pm	TBD
EPSY 250 Human Growth and Development	3	Tuesday 5:00 – 7:30 pm	TBD
ED 206 Foundations of Education	3	Wednesday 5:00 – 7:30 pm	TBD
M 150 Quantitative Reasoning – Math	3	Thursday 5:30 - 8:00 pm	TBD

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A Purpose Number 1
To increase the pool of teachers in the State.

B. Specific Objective Number 1
To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

C. Performance Evaluation Measure: Increased enrollment resulting in an increase in the number of graduates.

Ongoing (Fall 2013 – Spring 2018)

1.1 Recruitment and expansion activities will remain ongoing (Fall 2013 – Spring 2018)
Spring 2014 the program plans to continue classes at the Berkeley site and establish sites in the following counties:
Columbia (Richland District #1)
Georgetown
Williamsburg

a. Contact district personnel and set up initial visit
b. Provide marketing materials to district to determine interest
c. Meet with instructional assistants (teacher aides)
d. Disseminate and assist in the completion of necessary admissions and financial aid documents
e. Follow-up with applicants and district personnel – to include telephone calls, mailings, etc.
f. Emphasis will be placed on enrolling participants in state-declared critical need subject areas
g. Analyze applicants transcripts to determine eligibility
h. Process students for enrollment

1.2 Maintain current sites and establish additional sites
Selected sites and areas will be charged with assisting to locate qualified instructors in the area

a. Coordinate with district personnel to determine infrastructure currently in place
b. Review participants transcripts to determine courses needed
c. Prepare a schedule of classes
d. Contract instructors
e. Implement instruction by virtual delivery
    1). Online classes
    2). Video Conferencing
    3). Combine sites for classes
f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support
g. Facilities Usage Fee
h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain

2014-2015
Establish sites in the following counties:
Columbia (Richland #2)
Fairfield
Florence
2015-2016
Establish sites in the following counties:
Horry
Marion
Marlboro
2016-2017
Establish sites in the following counties:
Beaufort
Hampton
Jasper
2017-2018
Establish sites in the following counties:
Allendale
Bamberg
Barnwell

1.3 Award Forgivable Loan
Determine if student meets the requirements for a forgivable loan award
So that funds may reach more participants, awards will be based on need
The served population is non-traditional students and many do not qualify for other types of financial aid
Budget reductions also limit the number of students the program can award assistance to

1.4 Increase the number of program graduates
The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing will also increase student enrollment.
Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.
Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.
With full implementation of the expansion PRRMT expects to at least double the number of graduates to approximately 22 – 24 for the 2017-2018 academic year.

1.5 Monitor student progress by visiting established sites
Maintain copies of participant transcripts, and state required examination scores
Schedule intervention workshops
Coordinate with districts to offer workshops and enhancement seminars

Enrollment Projections

Table 1
Satellite Teacher Education Program Sites

	Location	Total Number of Enrollees for all PRRMT Sites (Provided funding is available)
2013 - 2014	Berkeley County Richland District 1 Georgetown County Williamsburg County	40
2014 - 2015	Richland District 2 Fairfield County Florence County	60
2015 - 2016	Clarendon County Horry County Marion County Marlboro County	80
2016 - 2017	Beaufort County Hampton County Jasper County	100
2017 - 2018	Allendale County Bamberg County Barnwell County	120

Table 2
Projected Graduation Rates

	Total Number of Graduates for all PRRMT Sites
2013 – 2014	12 – 14
2014 – 2015	15 – 17
2015 – 2016	18 – 20
2016 – 2017	20 – 22
2017 – 2018	22 – 24

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Projected Cost Analysis Per Student
Site Identification
2014-2015

Fall 2014	
Tuition Fees and Books/Educational Materials (60 students)	$3,070.65
Marketing initiatives	41.66
Recruitment (Strategic Plan)	33.33
Recruitment (Selection Criteria)	154.16
Praxis I Preparation Sessions (Non-Traditional Students) (Instructors)	112.50
Praxis I Materials	60.00
TOTAL	**$3,472.30**
Spring 2015	
Tuition Fees and Books/Educational Materials (60 students)	$3,070.65
Marketing initiatives	41.66
Recruitment (Strategic Plan)	33.33
Recruitment (Selection Criteria)	154.16
Praxis I Preparation Sessions (Non-Traditional Students) (Instructors)	112.50
Praxis I Materials	60.00
TOTAL	**$3,472.30**

Note: The above totals represent an average cost per student. Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program. Other participants require only partial funding.

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

SUMMARY
OF
Projected Cost Analysis
Projected Expansion Plan of Action
Site Identification 2014-2015
(Berkeley, Richland 1, Georgetown, Williamsburg, Richland 2, Fairfield and Florence)

Personnel	$30,000.00	(Instructors for Seven (7) sites)
	4,800.00	(Technical Support Distance Learning)
Fringes	5,550.00	
TOTAL	$ 40,350.00	
Travel	5,365.96	(Instructors and Administrative travel to sites)
Instructors Materials	2,300.00	
Facilities Usage	500.00	
TOTAL	**$48,515.96 x 2 (fall 2014 and spring 2015) = $97,031.92**	

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Projected Cost Analysis
Projected Expansion Plan of Action
Site Identification
2014-2015
N=7

Sites	**Cost Per Site**	
Berkeley	Instructor's Salary (Instructor on-site)	$2,500.00 x 4 = $10,000.00
	Fringes	1,850.00
	Instructor's Travel	1,200.00
	Instructor's Materials	800.00
	Administrative Travel	167.56
	Facilities Usage	500.00
	Sub-Total	**$14,517.56**
Columbia (Richland I)	Instructor's Salary (Distance Education)	$3,333.00 (1/3 Cost)
	Fringes	618.00
	Technical Support	2,400.00
	Instructor's Travel	1,082.00
	Instructor's Materials	250.00
	Administrative Travel	125.00
	Sub-Total	**$7,808.00**
Columbia (Richland II)		
	Instructor's Salary (Distance Education)	$3,333.00 (1/3 Cost)
	Fringes	616.00
	Instructor's Materials	250.00
	Sub-Total	**$4,199.00**
Fairfield	Instructor's Salary (Distance Education)	$3,334.00 (1/3 Cost)
	Fringes	616.00
	Instructor's Material	250.00
	Administrative Travel	170.44
	Sub-Total	**$4,370.44**

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

Cost Analysis
Projected Expansion Plan of Action
Site Identification
2014-2015
N=7

Florence	Instructor's Salary (Distance Education)	$3,333.00 (1/3 Cost)
	Fringes	618.00
	Technical Support	2,400.00
	Instructor's Materials	250.00
	Instructor's Travel	2,000.00
	Administrative Travel	195.20
	Sub-Total	**$8,796.20**
Georgetown	Instructor's Salary (Distance Education)	$3,333.00 (1/3 Cost)
	Fringes	616.00
	Instructor's Materials	250.00
	Administrative Travel	256.54
	Sub-Total	**$4,455.54**
Williamsburg	Instructor's Salary (Distance Education)	$3,334.00 (1/3 Cost)
	Fringes	616.00
	Instructor's Materials	250.00
	Administrative Travel	169.22
	Sub-Total	**$4,369.22**

TOTAL $48,515.96 x 2 (fall 2014 and spring 2015) = $97,031.92

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A. Purpose Number 2

To increase the pool of teachers in the State.

B. Specific Objective Number 2

To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

C. Performance Evaluation Measure:

Recruitment and Retention data, as well as graduation data will demonstrate progress toward increasing and in increasing the state's pool of teachers from the targeted population. Files on participants and workshops will be maintained, as well as printed copies of marketing materials and annual reports. **Quantitative** measures include: a) Praxis (Content Area) scores, b) PLT (Principles of Learning and Teaching) scores, c) Graduation rates, d) Employment Placement rates, and e) Retention rates. **Qualitative** measures include: a) Demographic data on program participants (e.g. gender, race/ethnicity) b) Program participants' Academic Data (e.g. grade point averages /honors), and c) Employer/employee feedback through surveys.

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

MILESTONES	TIME FRAME
2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.	Ongoing
2.2 Continue to implement the Department of Education's Recruitment plan. This will generate increases in the number of non-traditional applicants. Increased applicants will yield increases in the number of graduates.	Ongoing
2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.	July 1- April 30 for upcoming AY
2.4 Collaborate with South Carolina State's Office of Admissions and Recruitment and SCSU's Transfer Coordinator to identify students interested in pursuing a degree in teacher education.	July 1 – April 30 for upcoming AY
2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.	July 1 – April 30 for upcoming AY
2.6 Develop a schedule of classes to be offered at established sites	May 30 for upcoming AY
2.7 Coordinate with school district personnel to determine infrastructure for identified sites.	June 1 for upcoming AY
2.8 Provide incentives for education by administering a forgivable loan program.	August 15 – June 30 annually

2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.	Ongoing
2.10 Offer off-campus courses and make distance education courses accessible to program participants.	August – fall semester January – spring semester June – summer session
2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.	December 15 for fall semester May 15 for spring semester
2.12 Maintain copies of Praxis I, Praxis II, and PLT scores of participants.	Ongoing
2.13 Schedule Intervention Workshops for Praxis I.	August – fall semester January – spring semester June – summer session
2.14 Track employment placement of graduates. Maintain records of graduation and placement.	Ongoing
2.15 Prepare program reports.	September 1 annually October 1 annually

SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS
EXPANSION PLAN OF ACTION

Mission: The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of minority teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

A **Purpose Number 3**
To increase the pool of teachers in the State.

B. Specific Objective Number 3
To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiates that focus upon teacher recruitment and issues in educating minorities.

C. Performance Evaluation Measure: Published newsletter, Conference printed programs, correspondence.

MILESTONES	TIME FRAME
3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.	Ongoing
3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association	January/spring each annual year Providing funds are available
3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.	Ongoing

South Carolina State University
South Carolina Department of Education

Recruitment Plan 2011-2016

South Carolina Department of Education
Recruitment Plan 2011-2016
Deborah Anderson, Omari Dyson, Gloria Hayes-Smith, Albert Hayward, Reinell Thomas-Myers, Bessie Powell, William Pruitt
Reginald Williams (Chairperson)

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 1: **Department of Education Faculty Members will attend ED-OP Recruitment College Sessions to help with recruitment of Students. The schedule and information for ED-OP can be found here:** http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm. **Each committee member would choose a recruitment area/date which the SCSU admissions/recruitment office as designated to go as a representative of SCSU's Department of Teacher Education.**		
Action Step 1: DOE faculty members will attend an ED-OP Recruitment College Session in the Fall Semester of each academic year. **COST ANALYSIS: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit** 1. Devise a process where faculty can receive the schedule for ED-OP recruitment days. *(Responsible Persons: Recruitment Committee)* 2. Have faculty members sign up for their preferred recruitment visit day *(Responsible Person:_____)* 3. Faculty members complete their recruitment visits and report back to next immediate faculty meeting what they have gained		

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

information-wise *(Responsible Person:_____)* 4. Obtain list of contact students at end of ED-OP visits *(Responsible Person:_____)* 5. Divide up contact information by program, *(Responsible Person:_____)* 6. Have program faculty contact/correspond with prospects *(Responsible Persons: Program Coordinators)*		

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 2: **The Department of Education will increase the number of Education majors by 20% by the 2015-2016 using the Pre-Education Clubs (BETA Clubs) as a recruitment focus within the middle schools along with focusing on Pro-Team programs in selected schools.**		
Action Step 1: Using the BETA Clubs, National Honor Society, and Pro-Teams to give monthly co-presentations with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars. **COST ANALYSIS—At least $1,500: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit, Copies of Brochures ($500.00), LCD Projectors and Laptops ($1,000 if DOE equipment must be replaced).** 1. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to give collaborative presentations to these pre-education clubs in an effective manner about majoring in an education discipline in matriculating to SC State. *(Responsible Person:_____)* 2. The DOE Recruitment Committee and the scholars program advisors	Action Step 2: Using the BETA Clubs, National Honor Society, and Pro-Teams to give once a semester professional development with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars. **COST ANALYSIS: ($3,000 at minimum) to include food for students, presentation supplies, meeting space, and possible payment for staffers to work overtime.** 1. The DOE Recruitment Committee will work with district principals/super to establish a date on which the PD day will take place and how long *(Responsible Person:_____)* 2. Meet with the teaching fellows, teacher cadets, and	Action Step 3: Using the BETA Clubs, National Honor Society, and Pro-Teams to survey student interest on why they would choose education as a career thus applying that data to future advertizing efforts **COST ANALYSIS: ($100 at minimum) for travel to schools if necessary.** 1. DOE Recruitment Committee works with principal to survey students in Spring Semester via computers on scheduled days. *(Responsible Person:_____)* 2. DOE Committee works with Research Committee to create a survey focusing on gathering information on why students would like/would not like to be teachers. *(Responsible Person:_____)* 3. DOE Committee presents survey to faculty who vet it. Survey is revised in conjunction with Research Committee until approved by faculty.

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

will create a plan and schedule for meeting with each of the organizations. The length and time would be established by contacting the middle school organization's advisor (through the school's principal). *(Responsible Person:_____)* 3. In the first faculty meeting for the school year, faculty members would sign up for the date that they wish to volunteer to do the presentation. That date would correspond with a particular middle school student group and an assigned Fellow, M.I.S.T.E.R., or Cadet. A count will also be made of the number of education students who are "declared education majors" for comparison when these same tallies are made in 2015. *(Responsible Person:_____)* 4. Faculty members will complete their assigned presentation dates for 2011-2012. *Person:_____)*	Call Me M.I.S.T.E.R. advisors to discuss how to gain information from teachers about what education topics will engage children *(Responsible Person:_____)* 3. The DOE Recruitment Committee and the scholars program advisors will create a professional development day incorporating as many faculty as possible (through the school's principal). *(Responsible Person:_____)* 4. In the first faculty meeting for the school year, faculty would be presented with the planned day and prospectively assigned parts. Modifications will be made within the first month until finalized. (Early Fall 2012). *(Responsible Person:_____)* 5. DOE Recruitment Committee will coordinate space, supplies, advertisement, and announcements at schools.	4. Survey administered online (e.g. SureyMokey.com) with special sessions set up in coordination with school principals so that students can complete survey at their school's cpu labs if necessary. *(Responsible Person:_____)* 5. Results are collected and analyzed. Ideas are drawn up on how to use the data to advertize to students as they progress from middle school to high school to graduation. *Responsible Person:_____)*

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

	(Early Fall) *(Responsible Person:_____)* 6. PD will be conducted with survey data collected. (October 2012 Tentative) *(Responsible Person:_____)* 7. DOE Recruitment Committee will analyze results of data to plan for a more effective PD day the next year. (Mid Fall) *(Responsible Person:_____)*	

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 3: **The Department of Education will hold a reception for the undecided majors and make an effort to convince 15% of the attendees to declare Education as a major.**

Action Step 1: Holding a reception for the undecided majors and make an effort to convince attendees to declare education as a major by holding a session with medium/light refreshments. **COST ANALYSIS: ($500.00) for refreshments, equipment.** 1. Get the list of Undecided Majors to be used to dictate how to execute the reception efficiently. *(Responsible Person:_____)* 2. Meeting with recruitment committee to decide (based on the number and demographics of the undecided students) on a time, the place (possibly the State Room), menu, advertizing plan, and available budget for the reception. Designate committee members to take care of planning components. *(Responsible Person:_____)* 3. At the event hand out TE	Action Step 2: Creating a resource room/educational library in CARE CENTER where students can explore the education field, resources, and career choices **COST ANALYSIS: ($1,000 depending on types of resources)** 1. IF FUNDS AVAILABLE, DOE Recruitment Committee works with CARE Center Staff to assess what new resources and realistically be included in CARE Center and a budget. *(Responsible Person:_____)* 2. DOE Recruitment Committee will receive ideas from faculty on possible resources that could aid undecided students in choosing education or at least	Action Step 3: Updating the DOE website to include links to many different education related websites and testimonials on students who were once un-decided majors **COST ANALYSIS: None(?)** 1. DOE Recruitment Committee brainstorms with faculty on possible additions to website (faculty contact info, testimonials, links, sample syllabi for classes, electronic PDF Program of Study Sheets). *(Responsible Person:_____)* 2. DOE Recruitment Committee creates a plan on how to upgrade website and presents to faculty. *(Responsible Person:_____)* 3. Committee works with SCSU webmaster to update system as requested. *(Responsible Person:_____)* 4. Website is upgraded and launched. *(Responsible Person:_____)*

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

brochures, program studies; have faculty members speak briefly on each area; answer questions; have students to sign a contact form; have change of major forms for students to complete on site. *(Responsible Person:_____)* 4. After session, tally number of change of major forms completed and compare to total attendees to see if 15% of them have declared as education majors; follow-up with other students for the rest of the CURRENT semester. *(Responsible Person:_____)*	exploring the possibility. *(Responsible Person:_____)* 3. DOE Recruitment Committee presents ideas to CARE Center which helps to identify what the center can handle space-wise. *(Responsible Person:_____)* 4. DOE Recruitment Committee Presents final plan to faculty at last faculty meeting of semester. Faculty vets and approves plan with necessary changes. *(Responsible Person:_____)* 5. DOE Committee gives info to Chair to order materials. *(Responsible Person:_____)* 6. Resources are integrated into CARE Center. *(Responsible Person:____)* 7. Resources are made available to students. *(Responsible person)*	

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Strategy 4: Expand the number of non-traditional enrollees by 25%.		
Action Step 1: SC-PRRMT makes contact with and visits school districts. **COST ANALYSIS—At least $1,500: Standard Rate For Mileage Traveling to school districts, copies of all marketing materials ($500.00).** 1. Make Presentation 2. Distribute marketing materials on the SC-PRRMT 3. Distribute information from Admissions Office 4. Distribute Financial aid information or Financial Aid Counselor will attend the visit to assist with Financial Aid information 5. Process SC-PRRMT Personal Data Recruitment Forms	Action Step 2: Forward student's completed SC State Application and other required documents to Admissions Office for processing and evaluation.	Action Step 3: Obtain Official Letter of Acceptance from Office of Admissions

GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2011-2016

Action Step 4: Obtain student's G.PA., and if it meets the required minimum or above, and the student meets the specified standards for a program forgivable loan scholarship, forward the student an EIA Forgivable Loan Application Form..	Action Step 5: Forward letter of inquiry and financial aid disclosure form to the Financial Aid Office regarding the student's financial status.	Action Step 6: Process student for enrollment and determine EIA Forgivable Loan Award.
Action Step 7: Schedule of Classes Prepared by Program Manager and Program Recruiter.		

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name:	**SC Teacher Loan Program**
Current Fiscal Year:	**2013-14**
Current EIA Appropriation:	**$5,089,881**
Name of Person Completing Survey and to whom EOC members may request additional information:	**Cindi Callaham**
Mailing Address:	**SC Student Loan** **PO Box 102405** **Columbia SC 29224**
Telephone Number:	**(803) 612-5049**
E-mail:	**ccallaham@scstudentloan.org**

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

X was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Title 59, Section 26-20 (j) establishes the SC Teacher Loan Program

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

SC Code of Regulations: Chapter 62, Article II

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

____ Yes

_**X**_ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary objective of the SC Teachers Loan Program has always been to encourage prospective talented and qualified students from South Carolina to become teachers and to remain in the State teaching in areas of critical need. The general goal of the program is to assist as many eligible students as possible based on the amount of state funding each year for the program. These types of loans are attractive for prospective students because of cancellation (forgiveness) opportunities. These loans are forgiven at the rate of 20% or $3000, whichever is greater, for each year of full-time teaching in a critical subject or critical geographic area within South Carolina. Teaching in both a critical subject and geographic area simultaneously, increases the rate of forgiveness to 33 1/3% or $5000 whichever is greater, for each year of full-time teaching. Failure to teach in a critical area will require repayment of the full amount borrowed plus interest accrued. The interest rate shall be the maximum interest rate on the Federal Stafford Loan plus 2%. The loan amounts are as follows: (1) Freshmen and sophomores may borrow up to $2,500 per year; and (2) all other students may borrow up to $5000 per year up to a cumulative maximum of $20,000.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Although there is no "governance board" with the responsibility to market the program and to establish policy decisions, the SC Student Loan Corporation produces the Teacher Loan Application each year and ensures that applications are distributed statewide and made available on our Web site. These applications are mailed to both colleges in South Carolina as well as notifications to reapply are sent to previous borrowers of the loan. SC Student Loan also discusses the program when presenting at high school financial aid nights and at college/university school visits. In addition, interested students can learn more about the program via our Web site, college financial aid offices, SC Department of Education, and the SC Commission on Higher Education.

Any noted changes or updates for the SC Teacher Loan program are communicated to South Carolina's higher education institutions by the SC Student Loan Corporation, SC Commission on Higher Education and the SC Department of Education. For the 2012-13 academic year, we received 1,465 Teacher Loan applications. Of the 1,465 applications received, 1,109 were approved and funded. It should be noted that in many cases, students are applying for both SC Teacher Loan funds and the Career Changers Loan program.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

For the 2012-13 academic year, we approved 1,109 Teacher Loans of the 1465 applications received.

The breakdown of 2012-13 Teachers Loans by grade level was as follows: 171 Freshmen; 140 Sophomores; 268 Juniors; 344 Seniors; 22 Fifth Year Undergraduates; 118 First Year Graduates; 43 Second Year Graduates; 3 Third Year Graduate; and 0 Fourth Year Graduates.

The breakdown of 2012-13 Teacher Loans by critical area was as follows: 1 Agriculture; 107 All Middle Levels; 17 Art; 68 English; 1 French; 1 German; 7 Health; 1 Latin; 123 Math; 23 Media Specialist; 6 Music/Choir; 1 Physical Education; 37 Science; 8 Spanish; 166 Special Education; 6 Speech Language Therapy; 5 Theater; 531 Geographic Area Only.

The breakdown of 2012-13 Teachers Loans by ethnicity was as follows: 144 African-Americans; 1 American Indian; 5 Asians; 909 Caucasians; 10 Hispanics and 40 Not Answered.

The breakdown of 2012-13 Teacher Loans by gender was as follows: 167 Males; 907 Females; and 35 Not Answered.

The breakdown by colleges and universities is as follows: 56 Anderson University; 12 Charleston Southern University; 11 The Citadel; 113 Clemson University; 41 Coastal Carolina University; 39 Coker College; 105 College of Charleston; 10 Columbia College; 2 Columbia International University; 43 Converse College; 7 Erskine College; 50 Francis Marion University; 22 Furman University; 44 Lander University; 5 Limestone University; 26 Newberry College; 23 N. Greenville College; 15 Presbyterian College; 11 S.C. State University; 11 Southern Wesleyan University; 40 USC-Aiken; 4 USC- Beaufort; 217 USC-Columbia; 1 USC-Lancaster; 1 USC-Salkehatchie; 52 USC-Upstate; 128 Winthrop University; 1 Wofford College; 19 Out-Of-State

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

As of June 30, 2013, 16,806 borrowers were in a repayment or cancellation status. Of these, 2,546 borrowers have never been eligible for cancellation and are repaying their loans. Three hundred and ninety-eight (398) previously taught but are not currently teaching and 1,295 are presently teaching and having their loans cancelled. Please see below for breakdown by critical area for these 1,295 borrowers.

There have been 12,567 borrowers to have their loans paid out. Of these, 6,836 paid off their loans through regular monthly payments, loan consolidations or through partial cancellation (i.e. taught less than 5 years). In addition, the loans for 39 borrowers were repaid through the filing of a death claim, 5 through bankruptcy, 66 through disability, and 86 borrowers have had default claims filed The remaining five thousand three hundred and thirty-five (5,535) had their loans cancelled 100% by fulfilling their teaching requirement.

The following is a breakdown by "Critical Area" of those who taught for the 2012-13 academic year and had a portion of their loans cancelled: 11 Art; 17 Art and Geographic Area; 5 Business Education; 3 Business Education and Geographic Area; 75 Early Childhood; 169 Early Childhood and Geographic Area; 4 Elementary Education; 1 Elementary Education and Geographic Area; 65 English; 45 English and Geographic Area; 4 French; 1 French and Geographic Area; 245 Geographic Area Only; 1 Guidance; 2 Health and Geographic Area; 1 Home Economics; 1 Industrial Technology; 1 Industrial Technology and Geographic Area; 28 Library Science; 23 Library Science and Geographic Area; 107 Math; 58 Math and Geographic Area; 13 Music; 18 Music and Geographic Area; 34 Science; 27 Science and Geographic Area; 10 Spanish; 4 Spanish and Geographic Area; 92 Special Education; 81 Special Education and Geographic Area; 9 Speech Language Therapist; 4 Speech Language Therapist and Geographic Area; 5 Speech/Drama; 4 Speech/Drama and Geographic Area; 2 Dance and 2 Dance and Geographic Area; 45 Middle School; 57 Middle School and Geographic Area; 11 Physical Education; 10 Physical Education and Geographic Area; for a total of 1,295.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

07/26/2013

Has an evaluation ever been conducted?

__X__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

An internal process review of the SC Teachers Loan Program, Career Changers, and PACE loans was completed July 26, 2013. The review was performed to render recommendations regarding documentation processing of applicant eligibility for applications received for the 2012-2013 and 2013-2014 academic years.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____Yes

_X_ _ No

If no, why not?

N/A. The internal review recommendations addressed organizational system process improvements and did not affect administration of the EIA Program.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Again, the nature of the TLP is such that roughly half of the total appropriations are disbursed to the borrowers' schools in the August-September time frame and again in the December-January time frame.

SCSL has approved $4,187,926 fiscal year-to-date in order to provide loan funds for Fall and Spring semesters. SCSL has $1,982,646 scheduled for disbursement throughout the remaining months of the fiscal year.

If notification regarding a 5% budget cut or a 10% budget cut were received before December 1, 2013, the second semester disbursements could be reduced pro-rata to all borrowers to accommodate the reduction in the appropriated amount, ensuring all borrowers would receive some funding rather than no additional funding for Spring semester. However, these students are relying upon these funds to pay for their second semester tuition and would be forced to find alternative sources which would place a hardship upon them.

If notification of a budget cut was received after December 1, 2013, then SCSL could not ensure a pro-rata reduction in loan funds. The Program would have no choice but to cut the funding of those borrowers whose disbursements were scheduled later in the academic year by a greater amount than those borrowers who had already received their second semester disbursement or to again request permission to access the EIA Revolving Fund to subsidize the appropriations cut.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If appropriations remained level with the 2014-2015 fiscal year, SCSL would administer the TLP within the appropriated amount, with a first-come, first-approved basis for awarding the loan funds until the appropriated funds were exhausted.

Any changes in the objectives, activities, and priorities of the program would be at the direction of the Education Oversight Committee as oversight body for the TLP.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

___ **The same as appropriated in the current fiscal year's appropriation**

_X_ **An increase over the current fiscal year's appropriation**

___ **A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$ 6.5 million

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

The student demand for TLP loan funds historically has been in the $6.5 million range, with this amount of funding always exhausted for that fiscal year. An increase over current year's appropriations would return the Program funds to previous years' level, hopefully ensuring that most of the demand would be met.

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	4,000,722	5,089,881
General Fund	0	0
Lottery	0	0
Fees	0	0
Other Sources	0	0
EIA Reduction	0	0
Carry Forward from Prior Year	0	0
TOTAL:	**$4,000,722**	**$5,089,881**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	265,484	252,226
Contractual Services	26,588	27,650
Supplies & Materials	35,750	28,335
Fixed Charges	18,810	16,260
Travel	0	0
Equipment	5,326	5,500
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	3,648,764	4,759,910
Other: Transfers	0	0
Balance Remaining		
TOTAL:	**$4,000,722**	**$5,089,881**
# FTE'S:		

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: **ScienceSouth, Inc.**

Current Fiscal Year: **2013-2014**

Current EIA Appropriation: **$ 500,000.00**

Name of Person Completing Survey and to whom EOC members may request additional information: Stephen M. Welch (Executive Director of Operations)

Mailing Address: 1511 Freedom Blvd. Florence, SC 29505

Telephone Number: 843-679-5353 EXT. 307

E-mail: Stephen@sciencesouth.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

_X_ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Code of Laws:

H. 4813

2013-2014 General Appropriation Act

Section XII. Education Improvement Act, F. Partnerships

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

FY 2014 Appropriations Act Proviso 117.22

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

__X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ScienceSouth's mission statement is to advance scientific understanding and increase the competitiveness of future generations in all areas of science.

To improve science content knowledge, science inquiry skills, and use of science technology for grades K-12 for standards and indicators addressed by the South Carolina Department of Education. This will be reflected by improvement in PASS and EOC scores for students who have participated in ScienceSouth's programs. This will be accomplished by offering programs to schools through ScienceSouth's "Science on Wheels", and onsite programs such as field trips and home school. ScienceSouth will provide a total of $50,000.00 in matching funds for school districts who purchase programming in the 2013-2014 school year.

To improve teacher quality by offering summer camp programs to teachers (K-12) to present science content as well as teaching and demonstrating "hands on" laboratory activities to enhance science content presented and inquiry skills of their students. This would be reflected in an improvement in PASS and EOC scores for students of teachers involved in the programming.

To increase students' knowledge and use of technology by using state of the art science equipment for programming offered by ScienceSouth such as the Digital StarLab mobile planetarium and the PASCO Passport and SPARK systems. This would be accomplished by programs presented through "Science on Wheels" and on site at the ScienceSouth Pavilion.

To implement programming that focuses on STEM (Science, Technology, Engineering, and Mathematics) topics on site and in communities through out the state of South Carolina. ScienceSouth would accomplish this through programming in schools, weekend programs, adult programs, Boy and Girl Scout programming, festival and public event appearances. These programs include: ScienceSouth ScienceSaturday, Side Walk Astronomer, Mommy and Me (pre-school), Girl Scout Daisy Program, ScienceSouth Summer Camps, and Boy Scout programs.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Program Activities to Reach Objectives:

ScienceSouth's Science on Wheels and Mobile Lab Programs

ScienceSouth's Teachers' Camp Programs

ScienceSouth's On Site Pavilion Programs:

School Field Trips

Home School Program

ScienceSaturday Programs

Mommy and Me Programs

Student Summer Camps

Girl and Boy Scout Programs

ScienceSouth Public Events and Sidewalk Astronomer

ScienceSouth is modifying its Science on Wheels programs offered to include more standards based programming available to the middle and high school level. This is due in part to equipment purchased from a grant received from the Monsanto cooperation to be incorporated in the biology and chemistry curriculum.

The new programs include:

High School Scientific Inquiry

Watershed and Water Quality (Middle School, Biology, and Environmental Science

Classes)

Simple Circuits (Brushbots/Physical Science)

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

During the 2012-2013 fiscal year, ScienceSouth saw a total of 15,589 individuals through programs and events attended.

Festival Events/ Public Out Reach: 6,454

Mommy and Me Program: 204

Home school Program: 409

Boy and Girl Scouts Programs: 36

ScienceSaturday Programs: 197

STEM Programs: 212

Student Summer Camps: 157

Science on Wheels: 5,915

Summer Teacher's Camps: 38

Teacher Professional Development: 90

School Field Trips to Pavilion: 1,373

ScienceSouth Birthday Parties: 504

Total: 15,589

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Of the sixteen different school districts who were offered free programming through EOC funding: FSD01, FSD02, FSD04, FSD05, Williamsburg 01, Dillon 03, Dillon 04, Marlboro 01,Clarendon 01, Darlington 01, Lee 01, and Marion 10 took advantage of the free programming hours. Other school districts such as Richland 01, Orangeburg 03, Lexington 01, and Scotland County Schools, NC purchased programs such as (teacher in service or Science on Wheels programs) during the 2012-2013 school year.

The following information was obtained by comparing 2012 PASS and EOC data to the 2013 PASS and EOC data which pertained to specific/domains standards addressed by ScienceSouth's programming and student performance on these tests. Category D analyzed which indicated the percentage of students whose test performances shows strengths in the domains/standards listed.

FSD01: Optics (All 4th grade classes)

Henry Timrod Elementary showed an 18.9% improvement in category D for standard 4-5, of the remaining twelve schools, the nine visited showed a decline in this category ranging from -5.9 to -34.2. Please note the State average decline for this particular average was -15.9 percentage points. The State average PASS scores for standard 4-5 category D for 2013 is 30.8 compared to 46.7 for the 2012 PASS scores. Of the FSD1 schools scored 53% scored above the State average for this standard and the district average was 31.3 for this specific standard.

FSD02: Scales and Tales Show (K-8th grade classes)

No PASS score data was evaluated for this district because the program was not a classroom program but a school assembly program for schools involved.

FSD04: Soil Sleuths 1st grade, Animal Adventures 2nd & 3rd grade, MicroAquaria 4th&5th grade, Alternate Energy Cars 6th & 7th Grade

Johnson Middle School showed an improvement in scores for the 6th grade standard 6-5 and the 7th grade standard 7-4. The 6th grade class showed a 6.5% increase in category D and the 7th grade showed a 10.2 % increase in category D for the 2013 PASS scores. The State average PASS scores show an increase of 15.2 at the 6th grade level and a 5.3% increase at the 7th grade level for the standards addressed.

Brockington Elementary School showed a decline in grade levels where PASS score data was collected and/or available. The PASS score data for the 3rd grade class for standard 3-1&3-2 for 2013 was unavailable for comparison to 2012 scores. The 4th grade class for standard 4-1&2 indicated a decline of -4% compared to the State average, which showed an improvement of 0.4%. The 5th grade indicated a decline of -7.6% for the standard 5-1 compared to the State average indicating a decline of -4.2% for this standard.

FSD05: Circuitry 4th grade

Johnsonville Elementary showed a decline in PASS scores for the standard 4-5 of -6.9% for category D compared to a decline of -15.9 of the State average for the same standard.

Dillon 03: Animal Adventures 1st grade.

Program presented to first grade students at Latta Early Childhood Center. No PASS data available.

Dillon 04: Soil Sleuths, Inquiry, Animal Adventures 3rd Grade

East Elementary showed an improvement in scores for standards 3-3 of 9.5% for category D, whereas the State showed an average improvement of 7%. East Elementary also showed a decline for the standard 3-1 of -5.1% and a decline for standard 3-2 of -11.7 % for category D. The State average showed an improvement for standard 3-1 of 1.2% and a decline for 3-2 of -15.3% for category D.

Marlboro 01: Organic Synthesis 9th, 11th, and 12th Grades

No EOC data available for High School Physical Science or Chemistry

Clarendon 01: Scientific Inquiry 3rd, 4th, and 5th Grades

St. Paul Elementary showed a decline in PASS scores for standard 3-1 of -1.1% for standard D whereas the State average showed an improvement of 1.2% for this standard.

Standard 4-1 there was a decline of -13.1 for standard D where as the State average showed a decline of -2.4% for this standard. Standard 5-1 showed a decline of -8.3% in category D whereas the State average showed a decline of -7.3%.

Summerton Early Childhood Center had the Scales and Tales animal show program presented to grades kindergarten through 2nd. No PASS data is available.

Darlington 01: Forces of Attraction, Animal Adventures 2nd grade, MicroAquaria 5th grade

No PASS data for 2nd grade programs presented at Pate Elementary.

Brunson Dargan Elementary for standard 5-2 showed a decline of -12% for category D whereas the State average showed a decline of -5.2% in category D for this standard.

Lee 01: Soil Sleuths 2nd,3rd, 4th ,5th grades, Outrageous Optics 2nd,3rd, 4th ,5th grades, Genes in a Bottle 9th ,10th grades

Lower Lee Elementary showed an improvement for standard 3-3 of 9.5% for category D and Bishopville Primary also showed and improvement for standard 3-3 of 4.5% for category D. The State average for standard 3-3 showed an improvement of 5.4% for category D. There was no PASS data available for West Lee Elementary grade 3.

West Lee Elementary showed a decline for standard 4-5 of -18.4% for category D compared to the State average shows a decline of -15.9% for standard 4-5, category D.

The Genes in a Bottle Biology B-4 could not be evaluated due to EOC scores for 2013 had not been posted when evaluation data was collected.

Marion 10: Strawberry DNA 7th grade, Watershed 8th grade, Genes in a Bottle 8th ,10th grade, Organic Synthesis 10th, 11th grade

Johnakin Middle School showed a decline for standard 7-2 of -4.5% for category D. The State average score for standard 7-2 shows a decline of -3.7% for category D.

Palmetto Middle School showed a decline for standard 8-2 of -11.8% for category D. The State average score for standard 8-2 shows a decline of -9.6% for category D.

Creek Bridge Middle School selected the Genes in a Bottle program for their 8th grade classes. There are no 8th grade standards with direct correlations to this program.

Marion High School selected Organic Synthesis program for their chemistry classes. There are no EOC tests for this subject.

Mullins High School selected the Genes in a Bottle program for their 10th grade classes. There were no EOC scores for 2013 posted when evaluation data was collected.

Data collected indicates 36% of the districts visited, who selected in classroom programming, showed an improvement for at least one specific standard for category D of the PASS Test from the year 2012 to the year 2013 which participated in ScienceSouth programming. However it was observed that there were a substantial number of declining scores for programming related to other standards. These declines often reflected or correlated with observed declines of the State PASS score average for these same standards from the year 2012 to the year 2013.

Test scores may have been affected by the fact not all students who participated in programming took the PASS test in science at their grade level. Test questions in the particular/domain may not have addressed the specific topics covered in ScienceSouth program presentations.

Surveys from teacher camps held at the ScienceSouth Pavilion as well as Marion County 10 are as follows:

DATA ANALYSIS FROM SURVEY

ScienceSouth Teacher's Camp 2013

Evaluation Form

Please circle the response which best describes your experience during the program:

Thank you for your attendance and completion of this survey!

ScienceSouth Staff:

1. Staff members presented content and activities in a clear and understandable manner.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
95%	5%	0%	0%	0%

2. Staff members took time to answer questions and/or give further clarification when needed.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
100%	0%	0%	0%	0%

3. Staff members were available to assist attendees when necessary.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
98%	2%	0%	0%	0%

4. Staff members were receptive to new ideas and allowed participants to make suggestions or alternate ways to present the content/ activities.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
100%	0%	0%	0%	0%

5. Staff conducted themselves in a professional manner and provided an environment conducive to learning.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
100%	0%	0%	0%	0%

Content:

6. Activities presented were new ideas I have not used before in my classroom.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
73%	25%	2%	0%	0%

7. Activities presented could be applicable to my classroom with or without some minor modification.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
79%	20%	1%	0%	0%

8. Content tied in with South Carolina Science Standards.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
93%	7%	0%	0%	0%

Facility:

9. Pavilion was clean and suitable for the program.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
93%	7%	0%	0%	0%

10. Pavilion had the proper equipment and supplies for the program.

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
98%	2%	0%	0%	0%

11. Would you be interested in attending another summer teacher's program at ScienceSouth?

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
96%	4%	0%	0%	0%

12. Did you feel the camp was beneficial in improving your science instruction?

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
100%	0%	0%	0%	0%

13. Would you recommend this program to another colleague?

1- strongly agree	2-agree	3-neutral	4- disagree	5-strongly disagree
100%	0%	0%	0%	0%

Additional Comments/Suggestions:

Samples:

Thank you. It was a wonderful learning experience.

Great experience!

Great job! These activities will assist me in my classroom with few modifications.

Total of 34 Teachers completed the surveys.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

August 27, 2013

Has an evaluation ever been conducted?

___X__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Recommendations:

ScienceSouth in an attempt to prepare students and assist teachers with materials covered during programs will provide the schools who book programming an electronic copy of the content which is covered in the programs when booking date is confirmed. ScienceSouth will also provide support to teachers before and after program is presented to provide further content and suggested classroom activities to reinforce and enhance learning of students that participate in programming.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X__Yes

____ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

In order to offset a 5% reduction in funding, ScienceSouth would not order any new equipment and reduce the amount of matching funds allotted to the school districts for programming purchased by 50%.

In order to offset ad 10% reduction in funding, ScienceSouth would not order any new equipment and reduce the amount of matching funds allotted to the school districts for programming purchased by 75%.

ScienceSouth is actively pursuing grants to provide such education opportunities to children in the South Carolina. However, many grants target students of specific socioeconomic status and ethnicities, therefore ScienceSouth would have less flexibility of how funding could be used.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If no funds were appropriated for the 2014-2015 fiscal year, our outreach to students through Science on Wheels would be practically eliminated due to the majority of school districts interested in the programs we offer have budgetary issues not allowing them to purchase the amount of programs to suit their needs. Therefore our objective of offering "hands on" science programming to children in our public school system to help improve PASS and EOC scores at matching rates for programming purchased would not be feasible. ScienceSouth would also have fewer opportunities available to provide Teacher camps to improve the quality of teacher instruction in the classroom.

There would be less availability of programs and it would require a shift in our priorities from outreach programming to onsite programs and activities at the ScienceSouth pavilion. This would greatly reduce the number of students we interact with and the effectiveness of our programs.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X__ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	500,000	500,000
General Fund	0	0
Lottery	0	0
Fees	131718	45025
Other Sources	67923	41300
EIA Reduction	0	0
	0	0
	0	0
	0	0
	0	0
Carry Forward from Prior Year	79839	399602
TOTAL:	**779480**	**985927**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	265702	333510
Contractual Services	22500	19000
Supplies & Materials	14236	30620
Fixed Charges	18350	24580
Travel	11168	13650
Equipment	18275	6000
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		50000 (matching funds)
Other: Transfers		
	29647	22149
Balance Remaining	399602	486418
TOTAL:	**779480**	**985927**
# FTES:	**6**	**6**

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: S^2TEM Centers SC

Current Fiscal Year: 2013-14

Current EIA Appropriation: $1,750,000

Name of Person Completing Survey and to whom EOC members may request additional information: Dr. Thomas T. Peters

Mailing Address: 100 Technology Dr., Clemson, SC, 29634-0977

Telephone Number: 864-656-1863

E-mail: tpeters@clemson.edu

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

_X_ has been operational for less than five years

__ was funded last fiscal year by general or other funds

__ is a new program implemented for the first time in the current fiscal year

___ Other:

NOTE: While this is a new program in terms of this funding mechanism, S^2TEM Centers SC is a continuation of a statewide system of support for STEM education established by the SC General Assembly in 1993.

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Sections 59-18-300 and Sections 59-18-310 of the South Carolina Code of Laws relate to academic standards and assessments in science and mathematics. In addition Section 59-18-110 includes professional development as a key component of the EAA.

Proviso(s): 1A.53. (SDE-EIA: XII.F.2. **STEM Centers SC**) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

Regulation(s): N/A

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

____ Yes

___x_ No NOTE: See Board of Advisors information in Addendum.

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Our mission is to promote economic and workforce development through improvement in K-12 STEM education in South Carolina schools.

Our objectives are to:

• **Inform** by providing districts, schools, teachers and others with current information focused on STEM education and its relevance to economic and workforce development.

• **Support** by providing training to enhance the efforts of districts, schools, teachers and the community to improve what is taught and how it is taught in STEM content areas with a special emphasis on South Carolina Academic Standards.

• **Innovate** by engaging school and community partners in implementing specific strategies and resources to improve what is taught and how it is taught in STEM content areas.

• **Research** – by engaging school and community partners in experiments designed to measure the impact of focused actions on student learning in STEM content areas.

• **Align -** as per Proviso(s): 1A.53. (SDE-EIA: XII.F.2. STEM Centers SC) by engaging in information exchanges and planning dialog with all EIA-funded entities that provide professional development and science programming to teachers and students.

• Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3?

Inform activities included:

Coordination of 2012 **Summit on STEM Education**.

- 305 attendees in Lexington, SC.

Presentations at 10 **in-state professional conferences**.

- approximate reach of 708 participants.

Presentations at 2 **national professional conferences***.

- approximate reach of 262 participants.

*National conference presentations are funded by grants and gifts from private sources.

Continuation of **S^2TEM Centers SC web page**.

- 13,404 unique visitors based on Google analytics.
- since inception in July of 2010 there have been 51,752 downloads of S^3 Curriculum documents and 5,703 downloads of Common Core Mathematics transition documents.

Continuation of **S^2TEM Centers SC/STEM Summit Facebook** pages.

- 30,187 **Total Reach** visits based on Facebook analytics. **Total Reach** is defined as the number of people who have seen any content associated with our page.

Continuation of **S^2TEM Centers SC Electronic State Standards Newsletter**.

- 770 views of the Winter 2012 Issue.

Establishment of ***This School's Got STEM*** **Video Competition** with SC Future Minds.

- 9 videos were submitted receiving 3,076 total votes.

Support activities included:

Developed and delivered **mathematics and science training and support services** for contracting schools and districts.

- approximate reach of 528 participants from 53 schools in 20 districts.

Innovate activities included:

Delivered initial ***iSTEM*** (engineering leadership pilot) training in partnership with Appalachian Regional Commission, Fluor and Lockheed Martin.

- 69 participants from 32 schools in 7 school districts.

Delivered ***Biobridge*** (biology alignment pilot) training in partnership with Self Family Foundation.

- 70 teachers and 14 administrators in 3 school districts.

Delivered initial services for ***STEM Schools Support Pilot (3SP)***

- 229 participants from 10 schools in 9 districts.

Continued development of support tools and certification process for **SC STEM schools**.

- See Theory of Action for STEM Success at http://www.s2temsc.org/stemsupport
- See STEM School Assessment at http://www.s2temsc.org/matrix/stem-assessment
- See Characteristics of High Functioning STEM Schools at http://www.s2temsc.org/downloads/viewdownload/49-stem-tools/478-icmaps

  From July 1, 2012 to August 31, 2013 there have been 6,283 unique page views of these tools including 195 views of the STEM School Assessment and 353 downloads of the STEM Schools maps since they became available in April of 2013.

Research activities included:

Began initial year of training and support for ***Inquiring Minds: Reading to Learn and Innovate in Mathematics & Science*** (IQ-MS disciplinary literacy research) in partnership with Boeing SC and BMW Manufacturing Co.

- 89 teachers and 37 non-research teachers at 10 experimental middle schools in 10 districts

- 203 non-research teachers at 6 control middle schools in 6 districts

Outcomes include:

a) training protocols for disciplinary literacy strategies in mathematics and science,

b) a virtual library of vetted, disciplinary literacy resource materials for middle grades teachers. Through August 31, 2013 there have been 488 views of IQ-MS videos and 144 downloads of IQ-MS documents.

c) regional networks of mentors and other champions for STEM education including a disciplinary literacy focus.

Align activities included:

Invited EIA funded entities to share their programs at the January 29, 2013 meeting of the SCCMS Advisory Board. Participants included Science Plus and Science South.

Established a SC STEM Network, with leadership from the Governors School for Science & Mathematics. This network includes representatives of Science Plus, Science South, Teach for America, the SC Afterschool Alliance and CERRA.

Began dialog with representatives of SC Arts community interested in Science, Technology, Engineering, Arts and Mathematics (STEAM) education.

Facilitated planning with Lowcountry STEM Collaborative and Michelin STEM Taskforce.

What, if any, change in processes or activities are planned for the current year?

For 2013-14, our focus continues toward greater emphasis on more intensive Innovation and Research activities and less on brief support engagements. This change of emphasis reflects the availability of funding to begin ***iSTEM, Biobridge, 3SP*** and ***Inquiring Minds***.

All 2013-14 data offered in this report are based on activities from the 62-day period of July 1 to August 31, 2013.

Inform activities will include:

Developed and delivered **"Celebrate 20 Years of STEM Education in South Carolina"** event in partnership with Edventure held in Columbia on September 12, 2013. Attendance: 105.

Develop and deliver **National STEM Institute, "Next Steps for STEM Schools"** in partnership with Earth Force, SC Afterschool Alliance, STEMconnector and multiple corporate partners (including 3M, BMW, Boeing SC, DuPont, InterTech and Fluor) to be held in Charleston on September 30 to October 2, 2013. Anticipated attendance: 375.

Develop an interactive **STEM Asset Map** in partnership with the Clemson University Center for Workforce Development and Clemson Computing and Information Technology. To be completed by January 1, 2014.

Complete development of **online tools** for STEM schools.

Develop a draft **SC STEM Plan of Action**.

Present at **professional conferences in South Carolina**.

- IQ-MS research presentations have been accepted to date by SC Council of Teachers of Mathematics, SC Middle School Association, SC Association of School Administrators

Present at **national professional conferences***.

- IQ-MS research presentations have been accepted to date by Learning Forward, National Science Teachers Association, National Science Education Leadership Association, and National Council of Supervisors of Mathematics.

*National conference presentations are funded by private sources.

Establish or add value to **STEM collaboratives** in all five S^2TEM Centers SC regions.

Add content and resources to **S^2TEM Centers SC web page**.

- 2,935 unique visits based on Google analytics to date

Add information and opportunities to **S^2TEM Centers SC/STEM Summit Facebook pages**.

- 4,689 **Total Reach** visits based on Facebook analytics. **Total Reach** is defined as the number of people who have seen any content associated with our page.

Support activities will include:

Develop and deliver **mathematics and science training and support services** for contracting schools and districts.

Develop **Natural Science & Engineering Standards training workshops and webinars**.

Innovate activities will include:

Continue ***iSTEM*** engineering leadership pilot in partnership with Fluor and Lockheed Martin.

- 11 of 12 initial teams are continuing for a second year.

Expand ***iSTEM*** on a fee for service basis.

- anticipated reach of 25 participants from 15 schools in 3 school districts.

Complete ***Biobridge*** biology alignment pilot in partnership with Self Family Foundation.

- 70 teachers and 14 administrators in 3 school districts are participating.

Continue ***STEM SCHOOLS SUPPORT Pilot (3SP)*** of on-site support and instructional coaching for STEM schools.

- 231 participants in 9 schools and 8 school districts.

Expand ***3SP*** as a free service to schools on a limited basis.

- anticipated reach of 72 participants in 4 schools and 4 school districts.

Research activities will include:

Deliver 2nd year of ***Inquiring Minds: Reading to Learn and Innovate in Mathematics & Science (IQ-MS)*** disciplinary literacy research project in partnership with Boeing SC and BMW.

- 63 research project teachers and 26 administrators at 10 experimental schools in 10 districts
- Number of non-research teachers at 9 control schools in 9 districts is to be determined.

Align activities will include:

Continue SC STEM Network, with leadership from the Governors School for Science & Mathematics. This network includes representatives of Science Plus, Science South, Teach for America, the SC Afterschool Alliance and CERRA.

Continue dialog with representatives of SC Arts community interested in Science, Technology, Engineering, Arts and Mathematics (STEAM) education.

Complete review of current state and regions STEM plans from the US and other nations.

Engage STEM and STEAM communities in adding resources to the STEM asset map.

Engage STEM and STEAM communities in findings from STEM plan reviews.

Provide management support for Upstate STEM Collaborative (Michelin STEM Taskforce) and possibly Lowcountry STEM Collaborative.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

We do not allocate funds directly to school districts.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

- **Inform** – See Question 4 for further detail.

  2012-13 Approximate total reach (in person) = 3,513

  2012-13 Approximate total reach (virtual) = 43,808

  2013-14 Current total reach to date (in person) = 263

  2013-14 Current total reach to date (virtual) = 7,624

2012-13 in person and virtual data based on the period from July 1, 2012 to June 30, 2013

2013-14 in person and virtual data based on the period from July 1, 2013 to August 31, 2013

- **Support** – See Question 4 for further detail.

  2012-13 Approximate total reach = 528

  2013-14 Current total reach to date = 465

- **Innovate** – See Question 4 for further detail.

  2012-13 Total reach = 368

  2013-14 Current total reach to date = 274

- **Research** – See Question 4 for further detail.

  2012-13 Total reach = 329

  2013-14 Current total reach to date = 163

2012-13 Support, Innovate and Research data based on the period from July 1, 2012 to June 30, 2013

2013-14 Support, Innovate and Research data based on the period from July 1, 2013 to August 31, 2013

In total, S^{2}TEM Centers SC delivered ~29,727 Participant Contact Hours of services in 2012-13.

Participant Contact Hours = # of Participants x # contact hours of service provided.

Maps identifying the geographic distribution of our direct products and services for the period from July 1, 2012 to June 30, 2013 can be found at www.sccoaliton.org.
See *Programs and Initiatives* tab.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

SCCMS assesses the impact of its S^2TEM Center SC objectives based on intended outcomes.

- **Inform** – number of persons reached with emphasis on K-12 educators.

2012-13 Approximate total reach in all programs: 4,738 (in person), **43,808** (virtual)

Not less than 3,705 of 4,738 in-person participants were K-12 Teachers/Administrators. The remaining in-person participants were representatives of Higher Education, Business/Industry, Community/Informal Education, Government or Unknown.

2013-14 Current total reach to date in all programs: 1,664 (in person), **7,624** (virtual)

Not less than 1,075 of 1,664 in-person participants are K-12 Teachers/Administrators. The remaining in-person participants are representatives of Higher Education, Business/Industry, Community/Informal Education, Government or Unknown.

- **Support** – satisfaction of participants with the main intentions of the interaction.

Participant Satisfaction Ratings from July 2012 to June 2013

The S^2TEM Center SC Professional Learning Experience provided was:	
Clear and understandable.	94% Strongly Agree/Agree
Well organized.	95% Strongly Agree/Agree
Relevant and applicable to my work.	90% Strongly Agree/Agree
Useful tools.	90% Strongly Agree/Agree
Better prepared to implement.	86% Strongly Agree/Agree
Better prepared to change practice.	84% Strongly Agree/Agree
Worth my time and effort to attend.	88% Strongly Agree/Agree
Would recommend S^2TEM Centers.	91% Strongly Agree/Agree (Clients)
Total Participant Surveys Completed: 678	
Total Client Surveys Completed: 34	

Participant Satisfaction Ratings from July 2013 to August 2013

The S^2TEM Center SC Professional Learning Experience provided was:	
Clear and understandable.	94% Strongly Agree/Agree
Well organized.	92% Strongly Agree/Agree
Relevant and applicable to my work.	89% Strongly Agree/Agree
Useful tools.	90% Strongly Agree/Agree
Better prepared to implement.	88% Strongly Agree/Agree
Better prepared to change practice.	84% Strongly Agree/Agree
Worth my time and effort to attend.	83% Strongly Agree/Agree
Would recommend S^2TEM Centers.	100% Strongly Agree/Agree (Clients)
Total Participant Surveys Completed: 320	
Total Client Surveys Completed: 15	

• **Innovate** – evidence of change in teacher practice. May include external evaluation.

External evaluation report for ***iSTEM*** Year 1 is anticipated for release by October 15, 2013. The Most recent internal evaluation report as submitted to ARC is included as an attachment.

Internal evaluations for ***BioBridge*** and ***3SP*** are underway. Pre-assessments of teacher practices and beliefs have been collected for ***BioBridge.*** An interim progress report as submitted to the Self Foundation is included as an attachment. S^2TEM Centers SC **online tools** for STEM schools are used to collect data to track progress in ***3SP*** schools.

• **Research** – evidence of gains in student achievement. Must include external evaluation.

External evaluation report for ***Inquiring Minds*** Year 1 focused on student achievement data is anticipated for release by October 15, 2013. The Year 1 internal evaluation report as submitted to Boeing is included as an attachment.

• **Align** – to be determined.

This is a new objective encompassing very diverse activities. Some activities have mid-range tangible outputs. All of the intended outcomes are all long-term in nature. We are exploring appropriate measurements through involvement in the NSF-funded, Iowa STEM Education Evaluation (I-SEE) project.

Question 7: Program Evaluations
What was the date of the last external or internal evaluation of this program?

See NOTE below.

Has an evaluation ever been conducted?

_____Yes

__x___ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

See NOTE below.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__x__Yes, see NOTE below.

____ No

If no, why not?

NOTE: The S^2TEM Centers SC program as a whole has not been externally evaluated. Individual initiatives are regularly evaluated. Available data are identified in response to Question 6. Internal and external evaluation reports are included as attachments.

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

A 5% budget reduction represents approximately 1 FTE staff member. Since last year, we have added 3.7 FTE staff members. Our recent internal analysis of capacity shows that we are already committed to over 95% of our available staff time to deliver our scope of work. Projected fee generation from customized or contracted services, however, could offset a 5% or 10% reduction.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

We have planned our scope of work for Fiscal Year 2014-15 based on an appropriation at the current level. As such, we would anticipate being able to maintain all current objectives, activities and priorities with no loss of impact.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_x_ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2011-12 and 2012-13

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2011-12) and the budget for this program in the current fiscal year (2012-13). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	1,750,000	1,750,000
General Fund (Clemson E&G)	104,544	105,760
Lottery	0	0
Fees	346,980	350,000
Other Sources (Boeing & other grants)	312,450	300,000
EIA Reduction	0	0
Carry Forward from Prior Year	136,349	355,580
TOTAL:	**$2,650,323**	**$2,861,340**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service (SCCMS staff)	260,145	638,859
Contractual Services (Centers staff/operations)	1,848,319	1,800,000
Supplies & Materials	28,161	30,000
Fixed Charges (rent)	15,200	15,500
Travel	19,200	25,250
Equipment	5,873	5,000
Employer Contributions	0	0
Allocations to Districts/Schools/Agencies/Entities	0	0
Other: Transfer	117,845	
Balance Remaining	355,580	346,731
TOTAL:	**$2,294,743**	**$2,514,609**
# FTES:	**21.8**	**24.7**

Addendum: SCCMS Board of Advisors as of September 1, 2013

Greg Bunner
Board Chair
Corporate Communications
BMW Manufacturing Co
Founding Partner

Mindy Taylor
Manager-Community Relations
Duke/Progress Energy
Founding Partner

Jerry L. Good
Plant Manager
DuPont
Founding Partner

Anton Thomas
Tire Performance Team Leader
Michelin Americas Research Company
Founding Partner

Open
SC Department of Education
Founding Partner

Robbie Barnett
Associate Vice President
Workforce, Education & Manufacturing Policy
SC Chamber of Commerce

The Hon. James A. "Jim" Battle
House of Representatives (Retired)
SC Legislator

Dr. Donald Griffith
Outreach, Recruiting, Retention Director
USC Swearingen Engineering Center
Minority Education

Dr. Lynn G. Mack
Dean
Arts and Sciences Division
Piedmont Technical College
South Carolina Mathematics

Open
South Carolina Business/Industry

Dr. Terry Pruitt
Deputy Superintendent
Spartanburg School District 7
School Superintendents

Cheryl Smith
Manager of Community Affairs
Fluor
South Carolina Business/Industry

Lori Smith
Coordinator of Science and Fine Arts
Sumter School District # 2
South Carolina Science

Dr. Barbara Speziale
Associate Dean/Professor
Clemson University
Institution of Higher Education

Dr. Walt Tobin, Jr.
President
Orangeburg-Calhoun Technical College
Technical College

Zelda Waymer
Executive Director
SC Afterschool Alliance
Informal STEM

Ex Officio

Dr. Anand K. Gramopadhye
Dean
Clemson University College of Engineering & Science

Richard C. Harrington, Jr.
Retired
South Carolina Business/Industry

Max Metcalf
Manager Government & Community Relations
BMW Manufacturing Co
Founding Partner

Contribution Applications

Review Your Impact Report

* indicates required field

Review your Impact Report responses one last time before submitting them. Please note that after you submit your report you will be unable to make further changes. Click the "Submit" button at the bottom of this page to send your report. To save and submit your report later, click "Save Only".

Grant Information

*** Project Title**	Inquiring Minds: Reading to Learn and Innovate in Mathematics and Science
*** Program Focus Area**	EDUCATION - PRIMARY AND SECONDARY
Intended Outcomes: Primary and Secondary Education	

Impact Report

* indicates required field

*** Report Start Date**	07/01/2012
*** Report End Date**	12/19/2012
*** Actual Outcome/Impact**	Teacher use of disciplinary literacy (DL) strategies. Expectation: Minimal evidence. Teacher reports on a 5-point survey instruments (3=uncertain, 4=agree, 5=strongly agree) completed this summer indicated uncertainty in their comfort (3.61), confidence (3.37) and competence (3.61) in implementing DL strategies. Observations indicate that teachers are using DL strategies instructionally at least when specialists are on-site. There is little evidence of DL strategy use when specialists are not on-site. Teacher attitude toward DL strategies. Expectation: Teacher skepticism. Of 78 teachers, fewer than 20 show evidence of belief in DL as a viable instructional tool based on weekly specialist reflections. Skepticism in practice differs from optimism for learning outcomes expressed in teacher self-reports on the aforementioned survey. Belief that DL facilitates student learning of math & science was the highest overall rated item by teachers (4.16)

and administrators (4.52). Students are reported by our specialists as "highly engaged" when DL strategies are used.

PASS Test performance on Informational Text, Math and Science.

Expectation: Experimental and comparison schools will mirror data. Data have been collected and organized. A matched pairs analysis for statistical significance will be completed in early 2013.

Identify DL lesson structure and components.

Expectation: IQ-MS support team is competent. The team is developing a rubric of DL competency levels. A draft will be shared with S2TEM Centers staff at a planning retreat in March, 2013.

Use lesson capture technology.

Expectation: IQ-MS support team is competent. Lessons are captured during on-site visits in experimental and control schools and are catalogued using a blind code.

Sustain & scale innovation.

Expectation: Infrastructure building is underway. The virtual lesson library, online learning community, Advisory Panel, and regional STEM collaborations are under development.

*** Lessons Learned/Plans for Replication/Scaling**

Lessons Learned:
* Teachers must be involved in the application process so that they will have buy-in from beginning.

* Teachers as a group are resistant to videotaping themselves teaching.

* Teachers need more support with the processes of disciplinary literacy. Specifically, strategies must be broken down into component parts so that teachers can gain skill in the use of each component.

* Teachers need specific examples of disciplinary literacy strategies in their content area.

* Sequencing of activities is important. Build trust first, then increase expectations.

* Specialists needed to know schools/districts better in order to build trust.

* Technology differences across the state are vast.

* Teachers need headphones for participation in virtual community meetings.

What will we do differently in the future?

* Select a more appropriate venue for the summer training (more space and breakout rooms).

* Increase teacher learning time in content specific groups during

summer training.

* Add cross-school group opportunities during summer training to build relationships across schools.

* Increase time participants spend in regional groups during summer institute.

* Demonstrate disciplinary literacy strategies in context of math and science content.

* Be more direct in guidance offered to teachers regarding their instructional practice during the school year.

* Better engage the Expert Advisory Panel in planning for and reflecting on professional development offered to participants.

Surprises that Caused Course Correction

* Difficulty/novelty of developing a virtual learning community.

* Video capture technology changes.

* Lack of content and pedagogical knowledge of "experienced" teachers.

* Lack of planning/intentionality for instruction

What went better than planned?

* Student results; they are highly engaged when disciplinary literacy strategies are used in the classroom.

* Administrative support from schools/districts is strong and consistent.

*** Best Practices/Collaborations/Other Comments**

This project is a collaboration with the S2TEM Centers SC initiative funded by the General Assembly of the State of South Carolina. While we have completed just 5 months of on-site work at this time, we are anticipating the emergence of several practices worth sharing with various entities.

Potential Best Practices

* Having experienced cognitive coaches on staff allowed us to "hit the ground running" with teacher participants. Cognitive coaching strategies help us to carefully balance the support and challenge we provide to each individual teacher to grow their capacity to use disciplinary literacy strategies in the classroom. Potential audience - instructional coaches.

* Having a structure for ongoing team meetings of IQMS specialists ensures that we engage in constructive dialogue to work out issues happening on-site. Potential audience - designers and deliverers of teacher professional development.

* Gaining experience with building regional collaboratives in support of STEM education in general and disciplinary literacy in specific. Potential audience - State and regional STEM education leaders and

leadership organizations.

A note on metrics below to explain the "0" values:

Palmetto Assessment of State Standards (PASS) - Baseline data has been collected. A matched pairs analysis of experimental and control schools data will be completed in early 2013.

Reformed Teacher Observation Protocol (RTOP) - Lessons are being digitally captured and the external evaluator will begin lesson analysis in 2013.

Teacher Survey - The IQ-MS Summer Institute 2012 Pre-Institute Survey results comparing teacher and administrator responses to Likert items has been completed. This is baseline data against which the impact of the IQMS program will be measured in subsequent surveys. The next administration is in Spring 2012.

Metrics - Primary and Secondary Education

Palmetto Assessment of State Standards	0
Reformed Teacher Observation Protocol	0
Teacher Survey	0

Submit Save Only

Need Support?

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S^2TEM Centers SC Biobridge - Interim Progress Report

December 2011 - S^2TEM Centers SC was awarded funding from The Self Family Foundation for Biobridge SC.

January 2012 – The three school districts of Greenwood County were notified of their eligibility to participate in Biobridge SC and meetings were scheduled to explain the program benefits and requirements.

February 2012– Press Releases were published in *The Index Journal*, on the S^2TEM Centers SC website and on the Swamp Fox Community webpage.

February 2012 – District personnel at the three Greenwood School districts met with a S^2 TEM Centers SC staff member to receive more detailed information concerning the Biobridge SC project.

February – March 2012 – Implementation procedures for the Biobridge SC project were refined and correlated specifically to the needs of the three Greenwood County School districts.

April 2012 – Training dates, locations and specific personnel were identified for the training in Greenwood 51 and Greenwood 52. Greenwood 50 has not yet identified the above information due to some personnel changes.

May 2012 – Pre-Institute meetings were held in Greenwood 51 and Greenwood 52. This meeting was for all personnel involved in the summer training. Questions were answered and the training procedures explained to all involved.

May 2012 – All S^2TEM Centers SC staff involved in the Biobridge training met three times to prepare for training, refine the training presentations, collect and organize materials, prepare pre-institute materials to be sent to participants prior to training.

June 2012 – Training Institutes held.

- Greenwood 52 – Training on June 4, 2012. Held in the Staff Development room in the old High School, 8:30 – 4:00. Participants included 4 high school, 3 middle school, 1 primary school, two principals, 1 district staff and the district superintendent.
- Greenwood 51 – Training on June 5, 2012. Held at the Community Room in the District/Town Library, 8:30 – 4:00. Participants included 1 high school, 2 middle school, 1 elementary school and two primary school staff. The administrators were not able to attend training on this day. However, Alice Gilchrist has been invited to the next principal's meeting to inform the administrators about the Biobridge SC project.

Key Learning Outcomes for the Initial training were:

- Identify and understand the conceptual progression of the SC Academic Standards for Science.
- Analyze student work in order to differentiate instruction based on the various levels of student understanding of the SC Academic Standards for Science.
- Implement differentiated instructional practices to support students in their various levels of understanding in order to accelerate student achievement.

S^2TEM Centers SC Biobridge - Interim Progress Report

Participant Feedback:

Greenwood 52

- "Biobridge SC training is a great opportunity to learn strategies to improve student learning. The concepts learned in this training can be applied to various subject areas. Very Beneficial!!!" *Cathy Anderson, Principal, Ninety Six Primary*
- "I have truly enjoyed my Biobridge SC training session. I teach physical science and physics. This session taught me ways to connect the two sciences. I am SUPER excited about using what I've learned next school year!!!" *Michelle Richards, Ninety Six High School*
- "Hi Mamie, Biobridge SC training has been excellent. The presentation was well-organized and has allowed opportunities for our teachers K-12 to collaborate in a manner not usually afforded them. It is wonderful to have outside facilitators to lead the process amongst the group!" *Rhonda McDowell, Curriculum Coordinator, Ninety Six School District*
- "This training was immeasurably more valuable than I had expected. It gives an effective way to communicate successfully with other teachers in a way to make our teaching better. Teachers are desperately in need of the strategies to communicate in useful ways. Thank you for funding this opportunity for us." *Darcy Martin, Ninety Six Primary*

Greenwood 51

- "The training was not only helpful but motivating and refreshing as a teacher. The Norms of Collaboration were very appropriate for me as a professional and for use in my classroom. I appreciate the chance and opportunities to speak openly and dialogue with my colleagues. The training was one of the most beneficial that I have attended in quite some time." *K. Hopkins, 7th grade teacher, Ware Shoals Jr. High*
- "The training was very beneficial. It provided a great support mechanism for me to teach Biology. Finally I feel that I am not 'alone' in my teaching situation. This program should be continued for many years." *George Sellers, Ware Shoals High School*
- The training was very informative. I always have good intentions to explore other grade level standards and today was eye-opening for me because I was allowed time to do so. The collaboration and vertical view points with my district were great. I am excited to learn more and work more with my district colleagues." *Audrey Thompson, 5th grade teacher, Ware Shoals Elementary, 2012-2013 District Teacher of the Year*
- "I love the concepts of collaboration throughout grade levels and across grade levels. This helps us to better understand where our students are going and enables us to help them get there! I appreciate the investment made in helping us to become more effective teachers." *Shelia Calvert, 3rd grade teacher, Ware Shoals Primary*

Next Steps

- Dates have been set for beginning of the year meetings.
- Arrangements are being made for personnel not able to attend this training to join in the training for Greenwood 50. Date TBD.
- Participants will complete a Retrospective Survey prior to the beginning of the 2012-2013 school year.
- Participants will receive training on Edmodo, a virtual meeting site that will be utilized during the school year for meetings. This vehicle will allow us to meet without incurring travel costs.

STEM Leadership for Inclusion (iSTEM) Interim Project Narrative 8/01/2013

Background:

iSTEM addresses the need to develop the instructional leadership capacities of K-12th grade educators to address the inclusion of engineering practices as identified in state and national curriculum standards.

Recent Activities/Upcoming Events:

Sessions 5-7 Summer Institute at Fluor Management Center

Building on the fundamentals of engineering design, the focus of the learning experiences from January to April, the summer institute provided the participants an opportunity to explore various engineering disciplines. Facilitated by Fluor and Lockheed-Martin engineers, the presentations highlighted the discipline, the working conditions, and education requirements. A consistent theme was that a teacher was a major influence in the selection of engineering as a career. The message to the educators in attendance was that educators should encourage all students to investigate engineering or a supporting field as a profession. The agenda for the three days:

Session 5 – June 18

- Welcome to Fluor by Director of Engineering
- Introduction to Fluor
- Building Systems Discipline Intro
- Question & Answer
- Lockheed Engineers Presentation
- 3-D Engineering Model Demonstration and Q & A

Session 6 – June 19

- Control Systems Discipline Intro
- Q & A
  Electrical Discipline Intro
- Q & A
- Engineering Competition scope reading, team discussions
- Intro to Engineering Competition
- Friendly Engineering Competition
- Debriefing

Session 7 – June 20

- Architectural Discipline Intro
- Q & A
- Video Distance Learning-Fluor University
  Q & A
- Closing Comments
- Team Planning

A virtual classroom on Edmodo has been established to extend opportunities for participant networking and sharing of resources. Additionally, participants receive ongoing support in the use of STEM information and self-assessment tools on the S²TEM Centers SC website. http://www.s2temsc.org

Sessions 8 – 10 are now scheduled for September, October, and November of 2013. Additionally, we intend to continue to support these teams through the remainder of the 2013/14 school year using non-ARC funds to finish pilot implementation and analysis,

Request for No Cost Extension & Amended Timeline

We request a no cost extension of our completion date from 9/30/13 to 12/31/13 to fulfill our training schedule obligation. The scheduling needs of participating schools made it necessary to begin iSTEM a full semester later than the proposed iSTEM timeline. Our timeline has been amended by rescheduling the three remaining training session (8-10) for September, October, and November of 2013.

Progress Made Toward Project Outcomes:

The following outcomes are identified in our proposal:

- 30 or more educators with increased awareness of practices, concepts and core ideas of engineering as measured by classroom observations and pre/post survey.
- 30 or more educators with increased awareness of STEM education resources as measured by pre/post survey.
- 30 or more educators with increased understanding of project-based STEM education strategies as measured by classroom observations and pre/post survey.
- 30 or more educators implementing project-based, engineering focused STEM education strategies as measured by classroom observations and pre/post survey.
- 500 or more students with greater awareness practices, concepts and core ideas of engineering as measured by pre/post survey.

Participants: In total there are 39 educators participating in ARC funded iSTEM teams.

- Cherokee Co. School District (3 teams - 15 educators)
- School District of Oconee Co. (1 team – 5 educators)
- Spartanburg District #3 (1 team – 5 educators)
- Spartanburg District # 5 (1 team – 9 educators)
- Spartanburg District #7 (1 team - 5 educators)

Interest in iSTEM has exceeded the capacity and geographic limitations of our ARC funding. In response we opened the training program up to three teams totaling 30 educators. These teams are participating on an "at cost" basis.

- Newberry (1 team - 5 educators)
- Spartanburg District #2 (3 teams – 20 educators)
- Spartanburg District #7 (1 team – 5 educators)

We have retained an external evaluation consultant, Ann P McMahon, Ph.D. Dr. McMahon is a mechanical engineer with extensive experience in K-12 science education. Dr. McMahon's scope of work includes participating in at least one training session, visiting at least one participating school, developing survey tools, collecting outcome data, analyzing outcome data and providing a written report of findings.

ARC funded iSTEM teams have completed a pre-survey focusing on awareness of practices, concepts, core engineering and STEM education ideas, and resources. Analysis of the pre-survey results is attached.

This analysis indicates that 75% of participants report beginning with none or only moderate awareness of engineering practices, core ideas and concepts. Additionally, nearly 80% of participants began iSTEM with none or slight awareness of engineering resources available to them from outside their school

Over one third of iSTEM participants have never previously implemented a project-based and engineering focused STEM unit. More than 40% of participants report no or only slight understanding of strategies for using projects to teach STEM concepts and practices According to responses from Summer Institute exit slips (attached), participants found the Summer Institute to be "invaluable". They cite new understanding of the influence of STEM education in the workplace, connections with engineers and engineering firms and a broader understanding of engineering careers among many useful outcomes.

Problems Encountered:

The problems we have encountered to date are typical in our experience in working with schools in a grant funded setting. These include:

1) Incompatibilities between funding calendars and school calendars. Increasingly, school districts are making school year plans for training in advance of the school year calendar. Thus, any projects pending as of July 1 tend to be given low priority. With ARC funds not awarded until mid August, we had to get some of our intended districts to recommit to participation. This caused us to alter our intended time schedule. We will still be able to offer all proposed training if granted a no cost extension to finish up the project.
2) Balancing our focus on program design, implementation, evaluation and partnership management is a challenge. Specifically, engaging our engineer partners to take the greatest advantage of their expertise requires a bit more flexibility than anticipated. In part, this is because our partners cannot always send us the same engineers. To date, partner engineers have contributed an estimated 250 hours of in-kind time to iSTEM.

Outlook for Program Continuation and Sustainability:

As stated, we intend to continue with these teams through the full 2013/14 school year. We will commit non-ARC funds to finish pilot implementation and analysis work after the end of the grant funded period.

The iSTEM pilot development team has created a plan for expansion of the program on a fee for service basis. iSTEM can be replicated at a very reasonable cost as long as volunteer engineers can be secured. To develop partnerships with additional engineering oriented firms, we are presenting the iSTEM model to the Clemson University Center for Workforce Development, the Greenville Co. Chamber of Commerce, the South Carolina Manufacturing Extension Partnership and the South Carolina Dept. of Commerce Existing Industry team.

Conclusions and Recommendations (for Final report only) :

Not applicable

Attachments:

iSTEM Pre-Program Survey Results

iSTEM Summer Institute Exit Slip Responses

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: Teach For America

Current Fiscal Year: **2013-14**

Current EIA Appropriation: **$3,000,000**

Name of Person Completing Survey and to whom EOC members may request additional information: Josh Bell and Charles McDonald

Mailing Address: 1807 Cherokee Road, Suite 101, Florence, SC 29501

Telephone Number: 843-432-4600

E-mail: **josh.bell@teachforamerica.org** and charles.mcdonald@teachforamerica.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

X has been operational for less than five years

X was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

X Yes

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Teach For America's mission is to provide South Carolina with a pipeline of talented, dynamic, and diverse leaders, with a vision of closing the achievement gap which persists along racial and socioeconomic lines. In the short term, our corps members will lead their students to make dramatic academic gains, putting them on the path toward future success. In the long-term, our alumni will continue to lead classrooms, work in district and school administration, in policy, and throughout a variety of sectors in our state.

In the next five years, our regional vision is that Teach For America will be a driving force for reforming education for rural and high-need schools in South Carolina, giving our communities undeniable proof that demographics are not destiny. Each of our communities – in the Pee Dee, Orangeburg, and Charleston – will have at least two truly transformational schools which are putting all students, no matter their background or demographics, on the path to and through college. The leadership of our 275 corps members and 200 alumni throughout the state will have fundamentally changed the conversation about what is expected for students in low-income communities. We will know that dramatic academic growth and path-changing leadership is possible, both at the classroom and school level. Our team and supporters will be diverse, offering perspectives grounded in our community context and with solutions that are committed to seeing South Carolina realize its fullest potential. Our collective movement will ensure that we are asking not if it is possible, but how we will seize the opportunity to provide a truly excellent and transformative education for every student in South Carolina.

Our objectives in the upcoming year in pursuit of this vision include:

- Increasing the number of homegrown (SC native or college students) and diverse – of background and experience – candidates for our incoming cohort of teachers
- Attracting and retaining more alumni of our program in classroom and educational leadership
- Engaging with early childhood education providers to develop strategy to provide teacher candidates for South Carolina pre-kindergarten classrooms
- Partnering with the state department of education and our districts to measure the student-level academic achievement and measuring the access to expanded opportunity in TFA classrooms (i.e. acceptance to a magnet high school, or participation in a summer Freedom School)
- Continue to broaden our funding base to expand the number of teachers we bring into high-need and rural schools and become sustainable in the long-term

- Offering additional university programs to prepare our corps members for school or district leadership, in addition to our ongoing partnership with Francis Marion University

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

Our primary areas of focus to build and improve upon last year:

- Streamlining the process for establishing partnerships with schools and districts, with a focus on a more efficient interviewing and hiring framework.
- Ensuring our teacher coaches are partnering with schools and districts to complement ongoing professional development support offered to our corps members.
- Host regional recruitment events for both incoming teachers and for alumni of our program in other states who are interested in relocating to South Carolina.
- Working closely with the state department of education to have access to data about the growth in student learning, as measured by state-standardized PASS and EOC tests. This year, we have only been able to compare our teacher performance against prior year averages for school and district. We hope to assess the teacher-level impact on student academic performance.
- We have lowered the ratio of teacher coaches to corps members to ensure we are able to provide more targeted, ongoing observation, coaching, and feedback cycles.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

At this point, we are still collecting aggregate data from our schools and districts. We are hopeful that we can partner with the EOC and the State Department of Education to more efficiently and accurately measure our corps member impact on student achievement in the coming years.

Attached to this report is an updated presentation about some of the non-academic outputs we measure each year, including the growth in demand for our teachers, the number of students we reached, and the growth in diversity and quality of our incoming corps of teachers each year.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Please see the attached results, and know that we are continuing to aggregate the teacher-level and student-level achievement results for those classrooms which used a PASS, EOC, or other standardized (MAP, DRA, etc) assessment.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

To this point, we have not had an external evaluation of our program in South Carolina.

A recent report, commissioned by the US Department of Education's Institute of Education Sciences, studied a large random assignment of middle and high school math teachers from Teach For America and the Teaching Fellows programs. This report, attached, found that TFA

teachers were more effective than novice and veteran teachers from traditional or less selective alternative certification programs.

Has an evaluation ever been conducted?

_____**Yes**

X _ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

____**Yes**

____ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

The impact of this depends on timing of the decision and reductions. If our EIA contribution were reduced by 5% or 10%, we would implement an internal review of our budget expenditures on a monthly basis and identify cost savings in every possible area. A cut of this magnitude would likely mean that we would launch an expansive effort to partner with additional private donors to expand our base of support to close the gap in our operational funding to ensure we are not faced with the difficult decision of eliminating programs or services for our corps members in classrooms. The worst case scenario would be to downsize the number of teachers that we bring to the state, thereby decreasing the number of schools and districts we are able to partner with.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

We are incredibly grateful for the investment and leadership of the Education Oversight Committee. At this point, we are asking for no additional investment beyond our $3M appropriation.

We are interested in exploring some of the pathways to school leadership and determining how to strengthen the support of our teachers interested in this field.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

___ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	$2,000,000	$3,000,000
General Fund		
Lottery		
Fees		
Other Sources		
Individual Giving	$1,010	$300,000
Corporate Giving	$12,000	$250,000
Foundation Giving	$150,000	$850,000
State AmeriCorps	$142,801	$400,000
District Investment	$160,000	$820,000
Carry Forward from Prior Year		
TOTAL:	**$2,465,811**	**$5,620,000**

Expenditures (see attachment)	2012-13 Actual	2013-14 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Balance Remaining		
TOTAL:		
# FTES:		

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	1,281,414	1,840,995
Contractual Services	82,179	70,308
Supplies & Materials	64,978	111,412
Fixed Charges	292,403	345,592
Travel	213,091	355,868
Equipment	-	-
Employer Contributions	-	-
Allocations to Districts/Schools/Agencies/Entities	-	-
Other: Institute Food & Lodging	956	117,902
Other: Financial Aid & Awards	10,511	65,982
Other: Postage & Delivery	2,867	3,245
Other: Telecommunications	28,667	37,317
Other: Subscriptions & Dues	3,822	2,163
Other: Contributions & Pass-through	7,645	6,490
Other: Printing Advertising, & Media	9,556	17,847
Other: Miscellaneous	1,911	24,878
Balance Remaining		
TOTAL:	**2,000,000**	**3,000,000**
# FTES: *As of 05/31/2013 **As of 10/01/2013	**965*** 10 (SC Region) 995 (Nat'l)	**1,122**** 18 (SC Region) 1104 (Nat'l)

Note: The reported figures assume FY12-14 funds are unrestricted.

TEACHFORAMERICA

FY2014 Budget

South Carolina

	Program Services					Supporting Services			
	Corp Member Recruitment, Selection & Placement	Corps Member Pre-Service Training & Preparation	Corps Member Development & Support	Alumni Support	Total Program Services	Fundraising	Management & General	Total Supporting Services	GRAND TOTAL
Expenses									
Personnel Expenses	824,000	429,000	1,522,000	35,000	2,810,000	361,000	233,000	594,000	3,404,000
Professional Services	25,000	14,000	43,000	3,000	85,000	14,000	31,000	45,000	130,000
Travel, Meetings & Food	108,000	175,000	286,000	6,000	575,000	47,000	36,000	83,000	658,000
Institute Food & Lodging	-	217,000	1,000	-	218,000	-	-	-	218,000
Financial Aid & Awards	110,000	-	5,000	3,000	118,000	3,000	1,000	4,000	122,000
Postage & Delivery	1,000	2,000	2,000	-	5,000	1,000	-	1,000	6,000
Telecommunications	13,000	9,000	38,000	1,000	61,000	4,000	4,000	8,000	69,000
Equipment & Supplies	40,000	39,000	93,000	3,000	175,000	18,000	13,000	31,000	206,000
Special Events	-	-	-	-	-	-	-	-	-
Subscriptions & Dues	-	-	2,000	-	2,000	1,000	1,000	2,000	4,000
Contributions & Passthroughs	-	-	-	12,000	12,000	-	-	-	12,000
Printing, Advertising & Media	9,000	12,000	4,000	1,000	26,000	4,000	3,000	7,000	33,000
Rent, Utilities & Occupancy	46,000	24,000	92,000	2,000	164,000	13,000	16,000	29,000	193,000
Discretionary & Miscellaneous	8,000	11,000	17,000	1,000	37,000	3,000	6,000	9,000	46,000
Interest, Insurance & Other Business Expense	-	-	1,000	-	1,000	7,000	13,000	20,000	21,000
Depreciation & Amortization	119,000	44,000	153,000	12,000	328,000	58,000	39,000	97,000	425,000
Total Expenses	**$ 1,303,000**	**$ 976,000**	**$ 2,259,000**	**$ 79,000**	**$ 4,617,000**	**$ 534,000**	**$ 396,000**	**$ 930,000**	**$ 5,547,000**
% of Total	23%	18%	41%	1%	83%	10%	7%	17%	

Based on the following assumptions:	
2014 Corps Members (Incoming)	150
2013 Corps Members (First Years)	125
2012 Corps Members (Second Years)	79
Regional Alumni	96

FY14 Reserve Target	$	243,000
FY14 Operating Requirement	**$**	**5,790,000**

MATHEMATICA Policy Research

ISSUE BRIEF

SEPTEMBER 2013

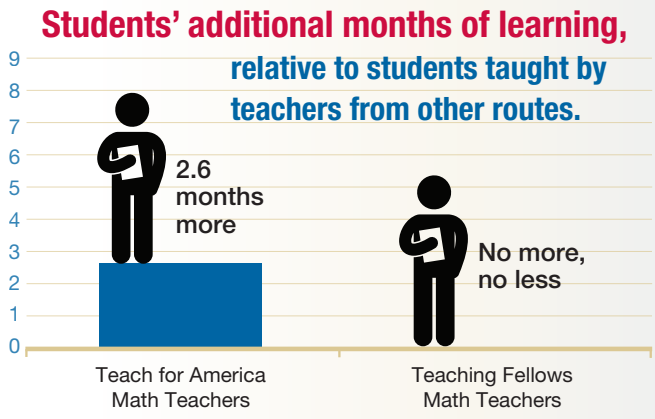
Teach For America/Teaching Fellows and Effective Teaching in Secondary Math

Secondary math teachers from Teach For America America are more effective than other math teachers in the same schools; secondary math teachers from Teaching Fellows programs are as effective as, and in some cases more effective than, other math teachers in the same schools.

Background: High-poverty schools across the country struggle to attract effective teachers, particularly in science and math. Teach For America (TFA) and the TNTP Teaching Fellows programs attempt to address this problem by providing an alternative route into the profession for promising candidates without formal training in education. Both programs recruit high-achieving college graduates and professionals, provide them with five to seven weeks of full-time training, and place them in high-poverty schools, often to teach hard-to-staff subjects. Unlike most alternative routes into teaching, TFA and the Teaching Fellows programs are highly selective, admitting less than 15 percent of applicants.

The Issue: Although these programs can help fill teaching shortages, critics contend that TFA and Teaching Fellows teachers are not as well prepared as, and therefore less effective than, teachers who follow a traditional path into the profession. In addition, because TFA asks its teachers to make only a two-year commitment to teaching (although they can choose to remain longer), critics contend that TFA teachers tend to be less experienced, and therefore less effective, than teachers from other routes.

The Study: To help guide policymakers, school districts, and principals concerned about teacher effectiveness in high-needs schools, the U.S. Department of Education's Institute of Education Sciences sponsored a large random assignment study of middle and high school math teachers from TFA and the Teaching Fellows programs. The study was conducted by Mathematica Policy Research.



Compared with their peers taught by teachers from other routes, secondary students taught by Teach For America math teachers had test score gains equal to an additional 2.6 months of school. Secondary students taught by Teaching Fellows math teachers had test scores that were equivalent to those of their peers.

Sources: Estimates based on district administrative records and study-administered Northwest Evaluation Association (NWEA) assessments.

Key Findings: TFA teachers were more effective than the teachers with whom they were compared, regardless of the comparison teachers' route to certification or years of teaching experience. Teaching Fellows were just as effective as, and in certain cases more effective than—the mathematics teachers with whom they were compared in the study schools.

Sample and Methods: At the beginning of the school year (2009-10 or 2010-11), students enrolled in a given math course in a participating school were randomly assigned to a class taught by a teacher from the program being studied (TFA or a Teaching Fellows program) or to a class taught by a teacher from some other teacher preparation route (the "comparison teacher"). At the end of the year, researchers compared the math achievement of students assigned to the different types of teachers. Math achievement was measured with scores on state math assessments for middle school students and with scores on subject-specific exams from the Northwest Evaluation Association for high school students. Because students were assigned to teachers randomly within the study schools, any differences between student scores across types of teachers reflected differences in teacher effectiveness rather than pre-existing differences between the students they taught or the schools in which they taught.

Most TFA and Teaching Fellows teachers in the study taught in different schools and districts, and students were not randomly assigned between TFA and Teaching Fellows teachers. As a result, the study cannot directly compare these teachers' effectiveness. Instead, the two groups were studied separately. The TFA analysis included 4,573 students, 136 math teachers, 45 schools, and 11 districts in 8 states. The Teaching Fellows analysis included 4,116 students, 153 math teachers, 44 schools, and 9 districts in 8 states.

Comparison teachers included those from traditional routes (those who completed

all requirements for certification, typically through an undergraduate or graduate program in education, before they began to teach) and teachers from less selective alternative routes (programs that allowed teachers to begin to teach before completing all requirements for certification, but that were not as selective as TFA and the Teaching Fellows programs). This allowed researchers to examine how TFA and Teaching Fellows teachers compared with the typical mix of teachers in high-needs schools.

Findings in Detail: The study separately compared the effectiveness of teachers from both programs with the effectiveness of other teachers teaching the same math courses in the same schools. To read the full report, click here.

1. TFA Teachers Were More Effective Than Comparison Teachers

On average, students assigned to TFA teachers had higher math scores at the end of the school year than students assigned to teachers from other routes to certifcation (Figure 1). Being taught by a TFA teacher boosted students' math scores by 0.07 standard deviations— for comparison, this is about the same size as the achievement gain we would expect to see if the average secondary student nationwide received an additional 2.6 months of math instruction.

The study found that TFA teachers were more effective than other teachers in the same schools regardless of the comparison teachers' route to certification or years of teaching experience. Students of TFA teachers outperformed those of teachers from less selective alternative routes (by 0.09 standard deviations) and from traditional routes (by 0.06 standard deviations). The study refuted the claim that TFA teachers are less effective because they often leave the profession before gaining valuable experience in the classroom. The TFA teachers in the study sample did have less teaching experience on average than the comparison teachers (2 versus 10 years). However, even students of inexperienced TFA teachers (those in their first three years of teaching) outperformed students of more experienced comparison teachers (by 0.07 standard deviations).

Figure 1.

TFA Teachers Were More Effective than Comparison Teachers

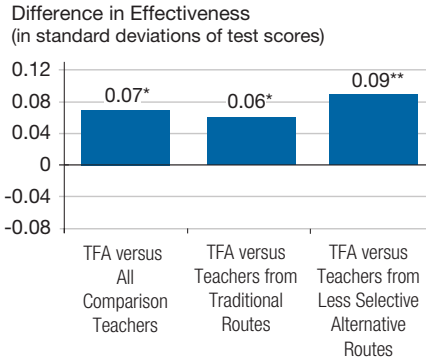
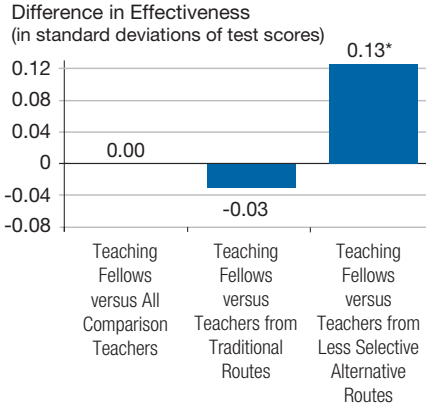


Figure 2.

Teaching Fellows Teachers Were Just as Effective as, and in Some Cases More Effective than, Comparison Teachers



Sources: Estimates based on district administrative records and study-administered Northwest Evaluation Association (NWEA) assessments.
*Estimate is statistically significant at the 0.05 level based on a two-tailed test.
**Estimate is statistically significant at the 0.01 level based on a two-tailed test.

2. Teaching Fellows Were at Least as Effective as, and in Some Cases More Effective than, Comparison Teachers

Students of Teaching Fellows and comparison teachers had similar scores on the math tests they took at the end of the school year (Figure 2). However, the study found that effectiveness varied across the different sets of Teaching Fellows and comparison teachers examined. For instance, Teaching Fellows were more effective than teachers from less selective alternative routes to certification, but neither more nor less effective than teachers from traditional routes to certification. Similarly, inexperienced Teaching Fellows (those in their first three years of teaching) were more effective than inexperienced comparison teachers, while there was no difference in effectiveness between Teaching Fellows and comparison teachers with more experience.

Implications: The study suggests that Teach For America and the Teaching Fellows programs offer promising options for high-needs secondary schools that are similar to those in the study and that are facing staffing shortages in math.

Principals of the secondary schools in the study would likely raise student math achievement by hiring a TFA teacher rather than a teacher from a traditional or less selective alternative route to teach the math classes examined in the study. The study found that novice TFA teachers were more effective at teaching math than experienced non-TFA teachers, which suggests that, even over the longer term, filling a position repeatedly with TFA teachers who would depart after a few years would lead to higher student achievement than filling the same position with a non-TFA teacher who would remain and accumulate teaching experience, provided that the relative effectiveness of teachers from different routes remains constant over time.

The main impact findings for Teaching Fellows suggest that a secondary school in the study would experience neither higher nor lower student math achievement if its principal hired Teaching Fellows math teachers rather than math teachers from traditional or less selective alternative routes. Nevertheless, a principal faced with a more specific choice between a novice Teaching Fellow and a novice teacher from another route or a choice between a Teaching Fellow and a teacher from a less selective alternative route should expect higher student achievement, on average, from hiring the Teaching Fellow. If comparing a Teaching Fellow with another teacher with the same years of experience, on average, the principal would do just as well hiring either teacher.

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Mathematica Report on Secondary Math Teachers from TFA and Teaching Fellows Programs
Q&A – September 2013

OVERVIEW

- ***Key Finding:*** In middle and high school math, Teach For America teachers are **more effective** than novice and veteran teachers from traditional or less selective alternative certification programs. On average, students taught by Teach For America teachers showed an additional 2.6 months of learning in math over the course of a year.

- ***Key Finding:*** In middle and high school math, teachers from Teaching Fellows programs, associated with TNTP, are **at least as effective** as other teachers teaching the same subject in the same schools.

METHODOLOGY QUESTIONS

1. Who commissioned this report? Why?

- The report was commissioned by the Department of Education's Institute of Education Sciences (IES), for $10 million over 5 years.
- IES recognized the lack of rigorous research around teachers from highly selective alternative certification programs, and how they perform compared to others, particularly in secondary math, which is a hard-to-fill subject in many high-need schools.
- Mathematica and IES teamed up to research whether secondary math teachers from TFA and Teaching Fellows programs are more effective than teachers from traditional programs and less-selective alternative certification programs.

2. What makes this report different from other previous reports on TFA?

- This is the largest and most rigorous report on Teach For America since Mathematica's previous study on TFA in 2004.
- This is the first report to use a large-scale experimental design to research the effectiveness of middle and high school math teachers from TFA and the Teaching Fellows programs.
- In this study, Mathematica compared the achievement for a group students randomly assigned to be taught by TFA or Teaching Fellows teachers with a group of students randomly assigned to be taught by other teachers in the same subject at the same schools.
- This random assignment design is considered the "gold standard" of rigorous research methods.

3. What is the scope of the study? What grade levels and subjects are included?

- Mathematica compared the effectiveness of TFA/TNTP teachers with that of teachers from other programs (both traditional and less selective alternative certification programs). The researchers looked at math achievement over the course of a single year.
- This study focused on middle and high school math teachers (teaching grades 6-12).
- In the TFA analysis, the researchers looked at over 4,500 students, being taught by 136 TFA teachers in 45 schools located in 11 districts in 8 states across the country.
- The Teaching Fellows analysis included 4,116 students, 153 math teachers, 44 schools, and 9 districts in 8 states

- Because the TFA and Teaching Fellows teachers were largely teaching in different schools in the study, often different subjects, the study cannot compare the effectiveness of teachers from the two programs.

4. What schools were included in the report?

- All 45 schools in the TFA analysis are public schools. All of the TFA teachers in the study teach at traditional (district) schools.
- The schools in the study are essentially similar to other schools across the country that employ TFA and TNTP teachers. These schools tend to be high-poverty, enroll a high proportion of minority students, and be located in urban areas.
- Because Mathematica does not identify the cities or states included in the report, we cannot speak to results for specific schools or districts.

5. What tests/criteria did Mathematica use?

- In order to gauge teacher effectiveness, Mathematica compared the math achievement of students taught by teachers from different certification routes at the end of a single school year. Because they controlled for math scores at the beginning of the school year, this is similar to comparing growth in math scores during the school year.
- For middle school students, Mathematica relied on the results of state tests to evaluate student math achievement.
- For high school students, Mathematica administered a series of nationally norm-referenced tests in algebra I, algebra II, geometry, and general math. These were computer-adaptive tests developed by the Northwest Evaluation Association.
- Mathematica also gave teachers a Praxis II math test, or obtained their scores if they had already taken it, to determine how much they knew about the content they were teaching.

<u>OTHER QUESTIONS</u>

1. What did Mathematica find about the characteristics of TFA teachers ?

- TFA teachers were more likely to have attended a selective college or university, but had less teaching experience than their comparison teachers in the same schools.
- Compared to teachers from other programs, TFA teachers were less likely to have a math degree, but on average scored higher on tests of math content knowledge.
- TFA teachers were also more likely than teachers from other programs to have taken education course work during the year that the study covered.

2. Did Mathematica draw any conclusions about what made TFA teachers so effective?

- Mathematica looked at a number of characteristics commonly thought to impact teacher performance, including selectivity of college, number of math courses taken, scores on math content tests, days of student teaching in math, and years of teaching experience.
- Overall, Mathematica found that these characteristics account for very little of TFA teachers' effectiveness.

TOUGH QUESTIONS

1. ***Do the results of this report mean that TFA teachers are superior to veteran teachers?***

- The report only shows that, on average, secondary math students taught by novice Teach For America teachers tend to outperform those taught by veteran teachers.
- Veteran teachers are critical to any successful school. They also serve as mentors to TFA teachers.

2. ***Do the study findings suggest that TFA's model is more effective than TNTP's?***

- **No.** The study did not directly compare TFA and TNTP. Teachers from these programs largely taught in different schools and math subjects, and students were not randomly selected between TFA and Teaching Fellows teachers. It is not possible to say based on these results whether one program is better than the other.
- This report shows that both TFA and TNTP are at least as effective as teachers from other programs at preparing teachers to teach in high-need secondary math classrooms.

3. ***Is it true the schools were not selected randomly? Doesn't that invalidate the results?***

- It is true that the schools in the study were not selected randomly. Mathematica chose the schools based on schools' ability and willingness to participate and the ability to randomly assign a control group of students taking the same classes at the same time from non-TFA/TNTP teachers.
- The demographics and characteristics of the schools in the study mirror those of schools nationwide where TFA and TNTP place secondary teachers.

4. ***Isn't it true that some students left the study? Does that affect the validity of the results?***

- It is true that some of the students who began the study left partway through.
- Mathematica was able to collect outcome data for 79 percent of the students in the TFA analysis who started the study.
- Mathematica fully expects that the study, when formally reviewed, will meet the What Works Clearinghouse's guidelines for validity and rigor.

5. ***Only 11 percent of the Teach For America math teachers in study were people of color. What does this say about diversity of teachers at TFA?***

- The demographics of the math teachers in this study reflects only a subset of our corps members who taught in those years.
- As a whole, our teaching pool was more diverse in these years and diversity has increased subsequent years. For 2013, 39 percent of our incoming corps are people of color.

Teach For America · South Carolina

Program Update for the

Education Oversight Committee

TEACHFORAMERICA

September 30, 2013

South Carolina region stats for 2013-2014

Partner Districts: 14

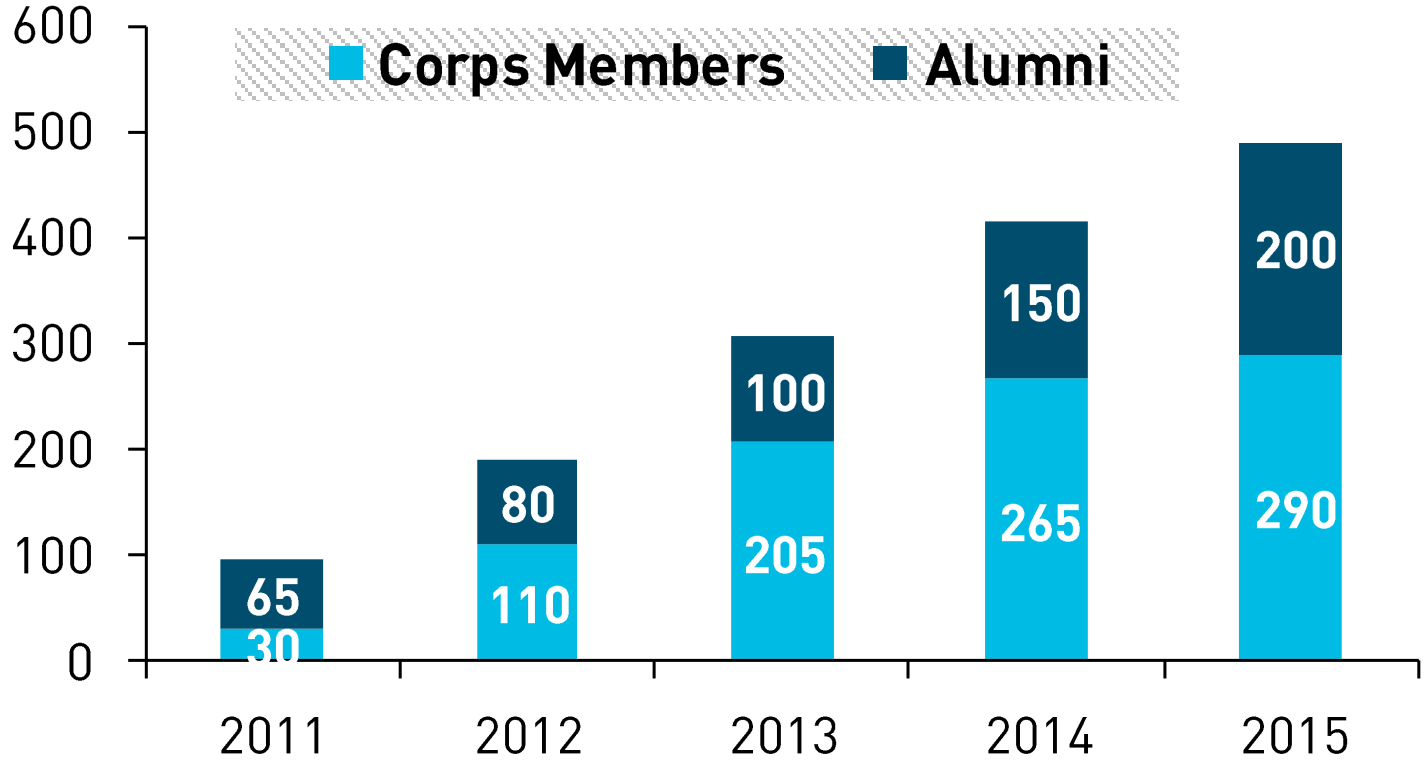
Partner Schools: 71

Students Served: 12,600

Corps Members: 197

Alumni in the region: 105

2015 Growth Plan, Corps Member and Alumni Impact



Increase scale of corps members to nearly 300 in highest need communities by 2015

Grow and empower a force of alumni to continue to impact reform in schools, districts and policy leadership

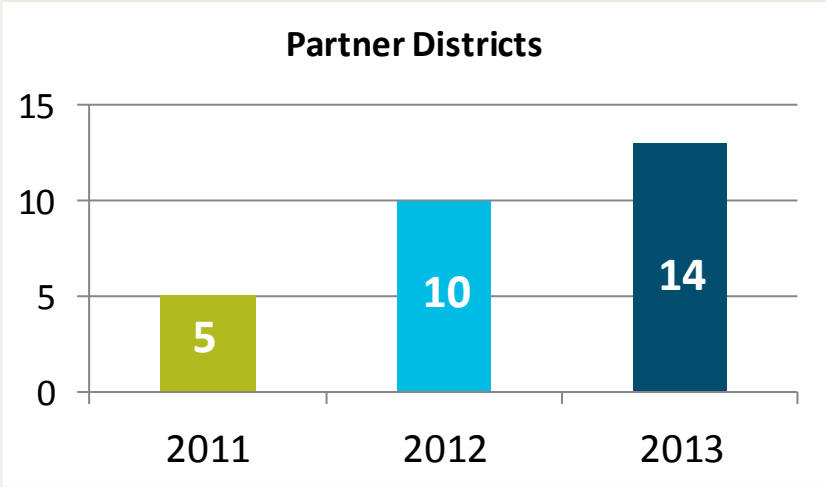
Students Impacted	1,920	7,290	13,120	16,960	20,000	21,500

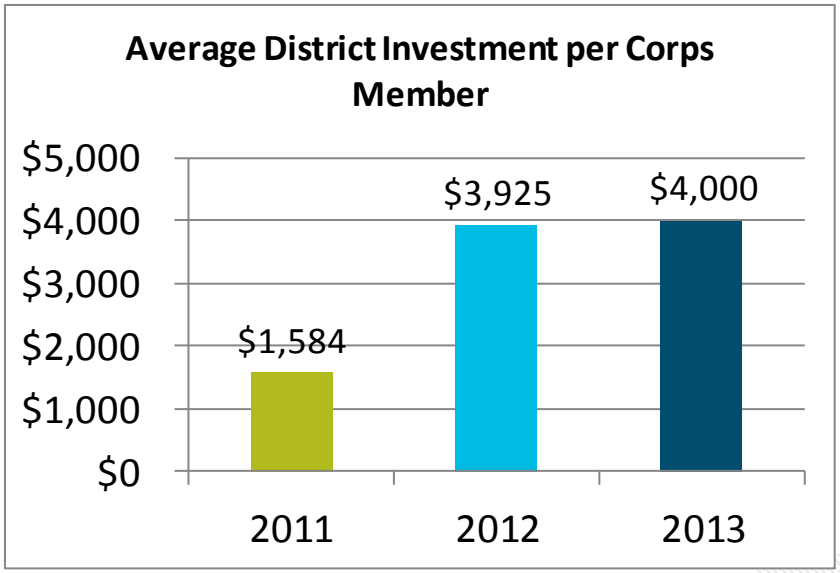
By growing our corps member and alumni presence to 500+, we will have a systemic impact on the education reform movement across South Carolina

Growing in size and sustainability

In addition to increasing the incoming corps size from 86 to 125, we capitalized on opportunities to partner with more school districts in high-need communities such as Berkeley, Colleton, Dillon, and Marion counties.

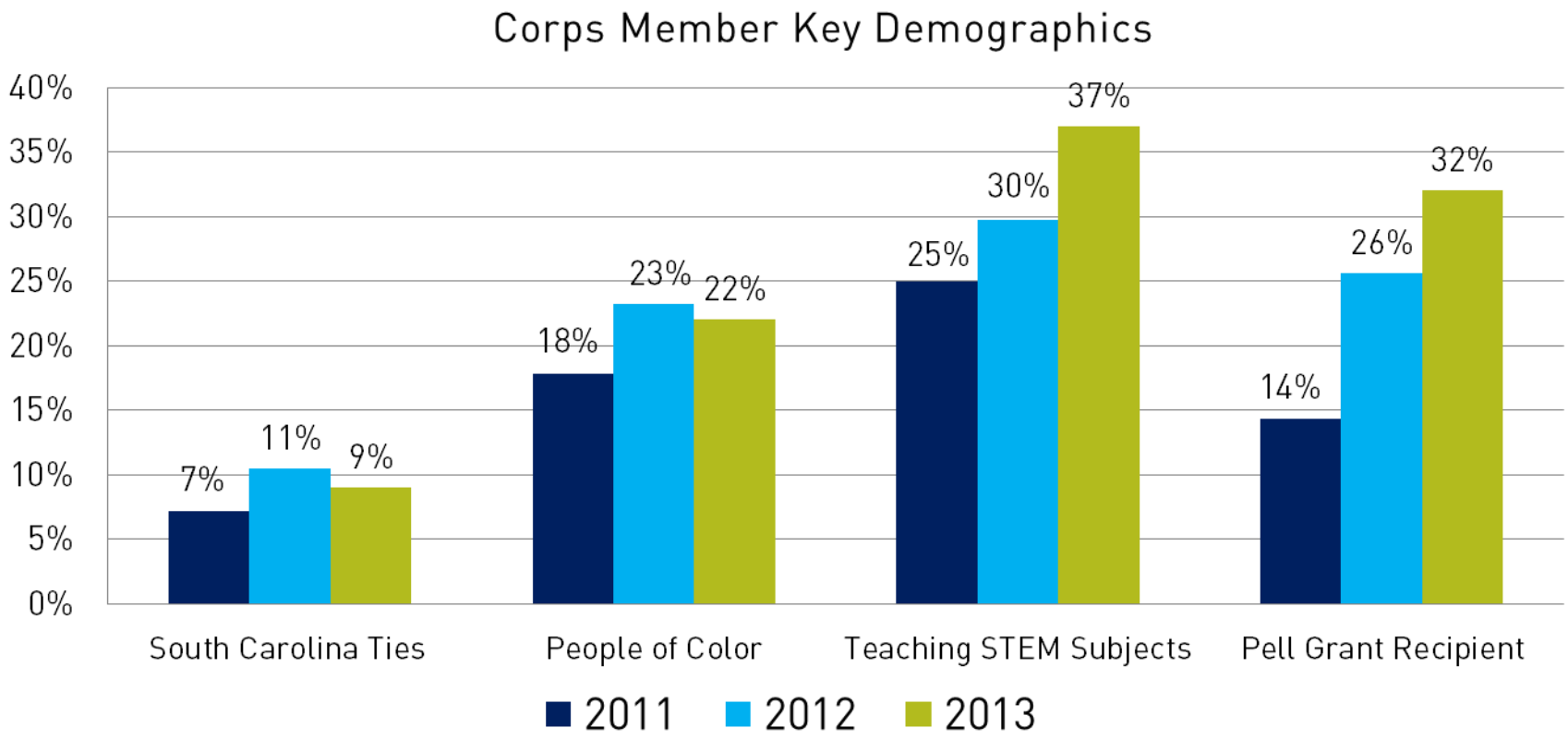
District investment increased 2.5 times, providing a sustainable foundation for continued partnership.



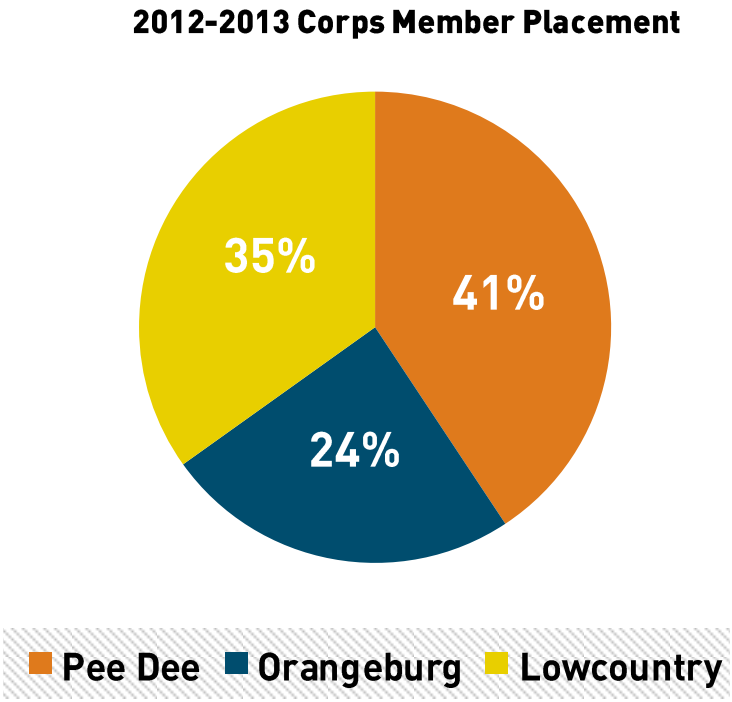


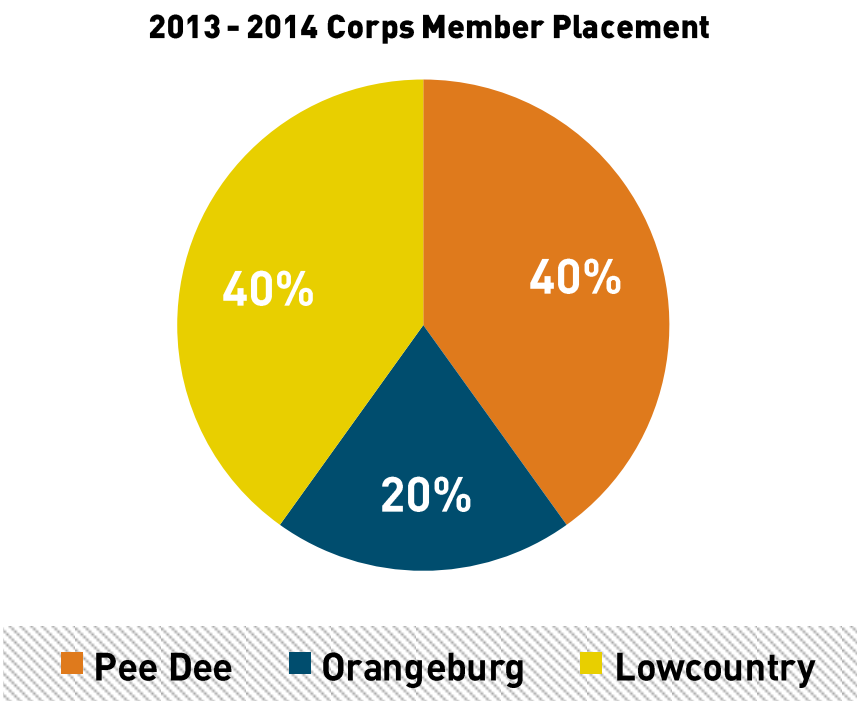
Building a diverse, homegrown corps

We focused on recruiting a more diverse, homegrown corps of leaders for the districts and families we serve.



Corps member placement by region





We will ensure the majority of our teachers will continue to serve high-need rural communities in the Pee Dee and Orangeburg.

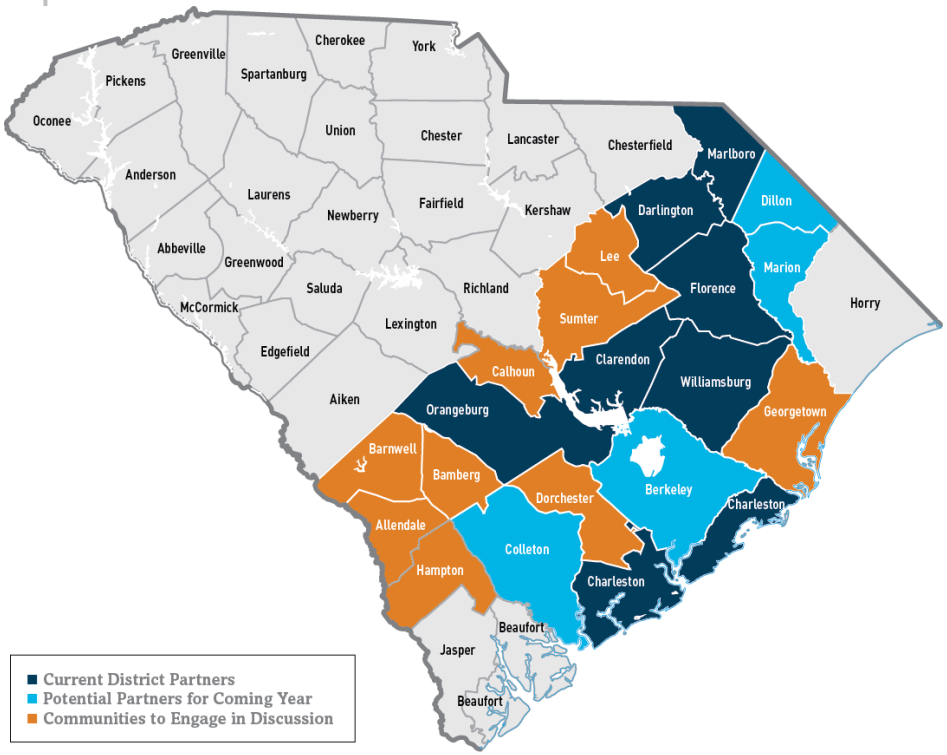
2015: Vision for impact

290

Corps members in the highest need classrooms in South Carolina

20,000

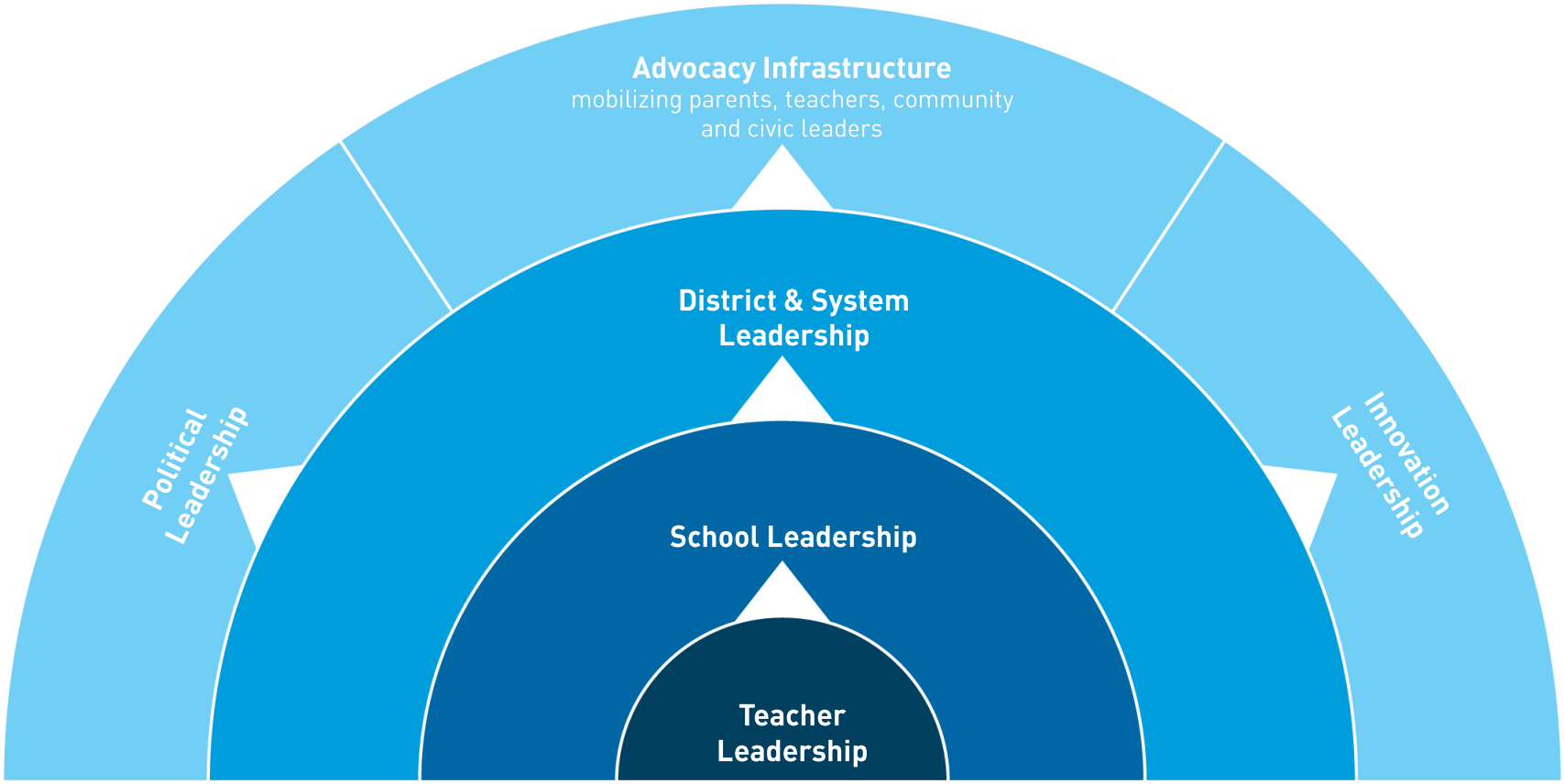
Children growing up in poverty taught by corps members every day



TEACHFORAMERICA

Leadership pipeline for every level of the system

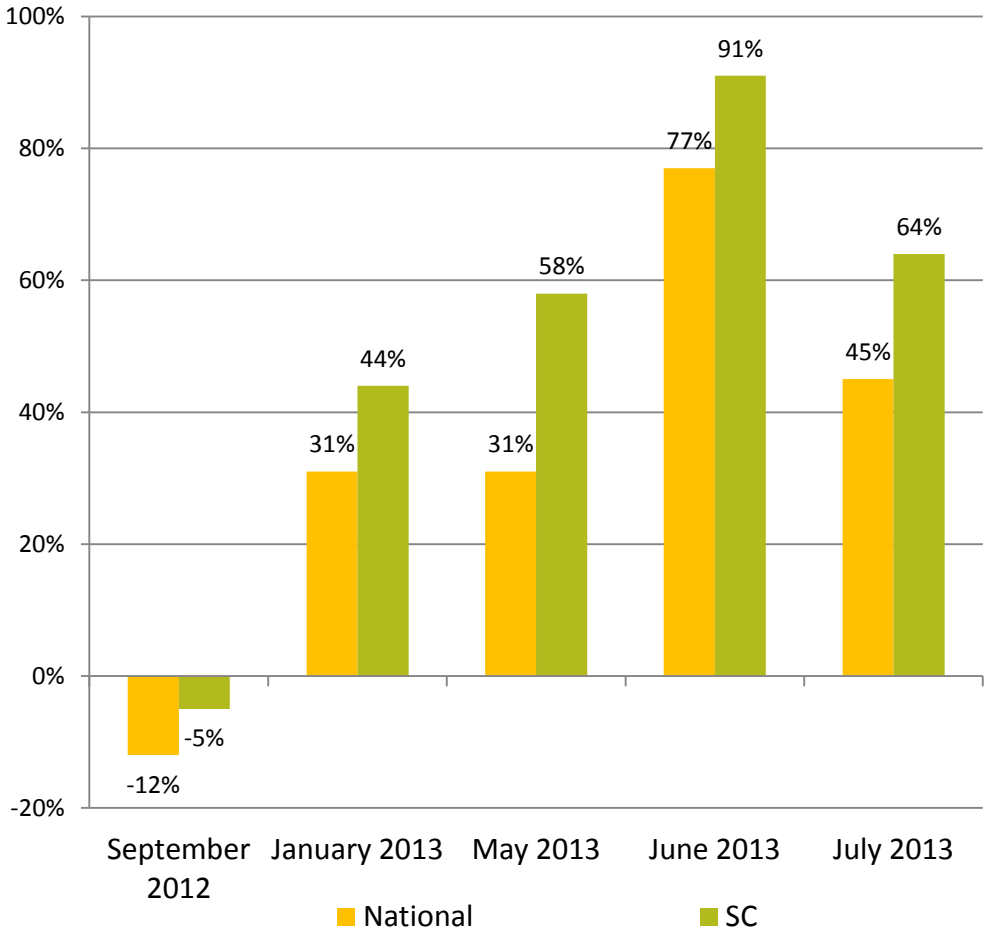
Develop and accelerate long term leadership



Focus on culture and leadership

The Corps Strength Index score is calculated from the net number of corps members who agree with a set of survey questions.

As an important indicator of corps culture and satisfaction, we track our performance against both national and high-performing regional averages.



Our first alumni of TFA – South Carolina

Our charter corps of leaders became Teach For America alumni at the end of the academic year in 2013. Their experiences have inspired a majority of them to remain in education.

75% Are remaining in the education sector.

46% Are staying in South Carolina and continuing to positively impact our local communities.

37% Are staying in the classroom here in South Carolina.

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACH FOR AMERICA

Linda O'Bryon
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lobryon@scetv.org

etv South Carolina

October 1, 2013

Ms. Melanie Barton
Executive Director
SC Education Oversight Committee
PO Box 11867
Columbia, SC 29211

Dear Melanie:

Thank you for the opportunity to submit ETV's program and budget information for the $4,829,281 in EIA funds that were appropriated by the SC General Assembly to ETV for public education. Enclosed is ETV's 2013-2014 EIA Program Report. The document highlights the programs and services, as well as the budget, with our responses to the 11 questions. ETV's 2013-2014 objectives are to deliver programs and services through ETV's infrastructure, training and the creation and aggregation of education content for use by K-12 schools throughout the state, and customer service.

ETV is excited about working with you to strengthen the education services ETV provides to South Carolina. We appreciate the EOC's clear outline for education priorities. This year ETV has taken the opportunity to refocus and reenergize our education efforts and align our priorities with the work of the EOC. We are committed to working with EOC to increase family and community commitment to our schools, provide training for teachers especially in reading, literacy and excellence in the classroom, supporting a better definition of assessments for college and career readiness, and working with the business community to make a long-term commitment to quality public schools. ETV's years of experience in teacher training and its experience in working with the Lexington #4 Literacy Initiative are effective models to support EOC's literacy goals.

If you have any questions, please contact me via email at lobryon@scetv.org or at 803-737-3240.

Sincerely,

Linda O'Bryon

Linda O'Bryon
President

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name:

ETV K-12 Public Education and ETV Infrastructure

Current Fiscal Year: 2013-14

Current EIA Appropriation: $4,829,281

Name of Person Completing Survey and to whom EOC members may request additional information:

Linda O'Bryon

Mailing Address:

SCETV
1101 George Rogers Boulevard
Columbia, SC 29201

Telephone Number:

803-737-3240

E-mail:

lobryon@scetv.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

__x_ Other (funded through EIA 2012-2013)

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

ETV's Enabling Legislation-
SECTION 59-7-10; SECTION 59-7-20; SECTION 59-7-30; SECTION 59-7-40; SECTION 59-7-50; SECTION 59-7-60

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

1A.52. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

1A.54. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section I, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

Regulation(s):

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

__X__ Yes (Content and training that ETV creates and acquires meets state and national standards.)

____ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

ETV enriches people's lives through programs and services that educate our children, engage our citizens, celebrate our culture, and share the discovery and the joy of learning.

The objectives of ETV's education services are:

- Provide equity and access throughout South Carolina with technology, training, and content
- Promote student engagement which leads to achievement
- Acknowledge and support teacher professionalism and training
- Foster life-long learning and career readiness
- Identify innovative ways to use technology to support teachers

The long-term goal is to create innovative educational content tools using state-of-the-art technology and create modules that can be replicated throughout the state.

ETV is excited about working with the EOC to strengthen the education services ETV provides to South Carolina. ETV appreciates the EOC's clear outline for education priorities. ETV is committed to working with EOC to increase family and community commitment to our schools, provide training for teachers especially in reading, literacy and excellence in the classroom, supporting a better definition of assessments for college and career readiness, and working with the business community to make a long term commitment to quality public schools. This year ETV has taken the opportunity to refocus and reenergize our education efforts and align our priorities with the work of the EOC.

ETV's education services are provided through ETV's training, the creation and aggregation of educational content, customer service, and infrastructure.

Current annual objectives are:

- To improve teacher quality by offering training to include products and services based on districts' needs. Training funds are used to train teachers, staff and administrators on how to access and utilize all the available resources, facilitate personalized and common core teaching methods, and provide online course content for professional development and credit courses.

- To create education content to support K-12 districts' needs. ETV works with SDE and school districts' staff to create educational content to meet content curriculum and professional development needs. This training provides cost-effective services and offers equity and access to rural and urban schools alike. The production of SC specific content is an important resource in teaching South Carolina social studies, literacy, guidance, and professional development.

- To produce K-12 educational broadcast topics that target parents and local communities. The narrative of the programs will be to inform these viewers of innovation, such as Transform SC, and changes with technology based instruction and teaching common core.

- To heighten public awareness among parents, teachers and students on effective education programs and initiatives in South Carolina.

- To aggregate content for easy access to districts throughout the state. ETV aggregates educational content to meet K-12 curriculum and professional development requirements.

- To provide customer service to meet the technical and content needs of K-12 users.

- To maintain and enhance ETV's statewide broadcast and local district distribution systems that allow schools to use programming live and on-demand. ETV also installs and supports local and district computer and video networks, content host servers, recorders, and distribution applications and provides secure and safe district servers that protect the integrity of content and efficiencies of web access.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

During fiscal year 2012-2013, the primary program activities were conducted to facilitate the program's performance in reaching the objectives.

Activities:

- Teacher Training

  Classroom and hands-on training services included assessing training needs; conducting school, district-wide and regional training for educators on how to use the educational content; and technology to improve teaching and learning. More than 5,700 teachers and media specialists participated in ETV's face-to-face training. Additionally, ETV, PBS and the ETV Endowment offered online graduate level professional development courses for teachers. Over 80 standards-based PBS courses that span the curriculum (mathematics, common core, reading/language arts, science, instructional technology, and strategies) are pre-approved for South Carolina recertification and graduate credit. Through the Moodle Learning Management System, ETV provided 40+ online courses and teacher recertification offerings that supported interactive training opportunities. Over 300 educators participated in ETV's Teacher Recertification courses for renewal credit in the 2013 spring and summer sessions. This fall ETV will offer 43 one-hour/20 renewal credit courses for K-12 teachers in the curriculum areas of Arts, Literature, and Language Arts, Science, Social Studies, Mathematics, and general education. Rudy Mancke's *In and Out of the Classroom* is being offered during the fall of 2013. ETV provides over 4,000 teaching practices videos from leadership to classroom management that are available on-demand through StreamlineSC..

  This summer ETV Education offered 13 weeklong hands-on workshops for teachers as a premium blended recertification package, ETV Technology Resources Workshop, that included ETV online classroom resources; in-depth digital storytelling with images, video, narration and music; and web tools. One hundred and eighty six teachers participated in the training and received recertification credit-3 course credits or 60 renewal credits. There is a modest cost to districts and participants outside of the host district. Training took place in the school districts across the state reaching K-12 teachers in public, private and home schools. Participants were surveyed about the content and value of the training.

- Content Creation during 2012-2013

Educational resources per Proviso 1A.54 include web content, video and audio production, graphics, streaming, animation, virtual tours, interactive educational content, database and web programming acquired and created. These educational resources align to state standards, taxonomies and grade level. ETV provided course hosting and support, recertification, and continuing education courses for teachers, counselors and administrators. ETV produced with eMedia 52 K-12 curriculum video programs that were aired on education broadcast channels and on-demand through StreamlineSC.

Several statewide broadcast series including "In Our Schools," "Speaking of Our Schools," and specials provided significant reach to audiences across the state on ETV and ETV Radio. These programs focused on key educational and policy issues of interest to a broad audience. Additionally, ETV created a number of new programs and segments focused on education for a broader audience including parents and community leaders. Promotion of programs and services were provided through ETV communications and education websites, broadcast interstitials, community education outreach through K-12 conferences, presentations, and awards. These programs focused on key educational and policy issues of interest to a broad audience and included the following:

***In Our Schools**--Broadcast* Specials—with the SDE, highlighted education initiatives in SC schools including eLearning, adult education, and literacy.

***Finding Money for College**—with the SDE provided information and updates for parents and students planning to attend college.

***Healthy Hannah's Healthy Choice Heroes-Aerobic Exercise**—with the SDE, two to three minute segments for elementary students were used in the school's morning news program and incorporated into lesson plans.

***Speaking of Schools**—with the SDE, weekly radio shorts that feature K-12 awards and initiatives throughout the state.

***American Graduate Day** broadcast September 7, 2012, two hours of PBS programming with three local 6-minute inserts about dropout prevention.

***The Big Picture** special on workforce development.

***Smart Cat**, ETV's mascot, promotes health, exercise, nutrition, and literacy at family events throughout the state.

***The American Chamber Players**—In late February 2013, the ETV Endowment and ETV hosted the American Chamber Players (ACP), a chamber music ensemble of 5 musicians led by Artistic Director Miles Hoffman, who is an NPR music commentator. The group has been heard countless times on *Performance Today*. The ACP presented an hour-long program in the ETV studios for students from three elementary schools to introduce them to classical music, using examples by Mozart and others. The performance is available on web video. That evening there was a concert in the ETV Radio studios, and it was recorded for broadcast on *Carolina Live*. The group also held a workshop for students at two area high schools. In addition to the broadcast, podcasts and webcasts, the student sessions were streamed for South Carolina schools.

ETV Civil Rights and Social Justice Youth Media Summit—March 1 and 2, 2013. In collaboration with the Write/Right to Change of Clemson University Strom Thurmond Institute developed the Summit. It focused on digital and social media as a strategy for student engagement and taught critical thinking and problem solving skills to a select group of high school students assisted by Mass Communications mentors from Benedict College students, helping them understand their place in history. Funding was provided by the Corporation for Public Broadcasting, the National Black Programming Consortium, the Lipscomb Family Foundation, and Write/Right to Change. Beryl Dakers also conducted a two-hour forum. The student interviews with the civil rights veterans and the forum have been archived as part of ETV Civil Rights History inventory. The project won a Television Website Merit Award and the Richard M. Uray Public Service Project of the Year Merit Award from the South Carolina Broadcasters' Association.

The Latino Flash Film Festival—The Nickelodeon Theater and ETV partnered with the National Black Programming Consortium, Palmetto y Luna, SC Appleseed Legal Justice Center, and Latino Communications Community Development Corp to hold a 48-hour Latino Teen Flash Film Festival at Brookland Baptist Church. Four mentors and 12 students participated; their work is posted on www.scetv.org/americangraduate.

PBS offerings such as Ed TED Talks, with educators including Sir Ken Robinson.

Carolina Business Review hosted an education summit at ETV's studios in the spring of 2013. The program addressed policies and plans to improve education in the state. (http://www.youtube.come/watch?v=NgsRhX-2Xwo)

Connections highlighted several education initiatives including "SC Schools Working Hard to Make the Grade" with Melanie Barton and features on Montessori education and a year-round schools program. (http://www.scetv.org/index.php/connections_blog/entry/south_carolina_schools_working_hard_to_make_the_-_preview/ and http://www.scetv.org/index.php/connections/show/year_round_schools/

ETV's Education Blog lists new websites, ETV Education "Shorts" (example, "Teacher Cadet program—http://youtube/tXrmbum99JU), teacher training, upcoming programs, newsletters, and links to scetv.org/education.

***DSIT** (Department of State Information Technology of the Budget and Control Board)—ETV Education worked closely with DSIT on a major online training package for public safety first responders on interoperability. The project, funded by a Homeland Security grant provided a methodology for online training that is useful for K-12 content creation.

Plans for 2013-2014 include:
--Using the EOC brochure "Children Need to Dream Big" as the basis, ETV is developing short messages for parents about childhood literacy. Hosted by ETV's mascot Smart Cat, the single item promos will air daily during ETV Kids.
--a series of education town hall meetings in ETV's studios will focus on state plans and policies with education and business leaders.
--*American Graduate Day 2013,* a community engagement event to help students stay on the path to graduation and future success in college and career.
--a workforce readiness special that looks at Apprenticeship South Carolina.
--Mechatronics.

--innovative district projects
--in the fall of 2013, ETV is launching *Palmetto Scene*, a weekly magazine series which will include an education segment.
--the National Black Programming Consortium, ETV and the ETV Endowment are developing a program "180 Days in Hartsville", pending full funding, ETV would serve as the presenting station; the proposal is currently being reviewed by CPB staff.
--ETV is developing, pending full funding, the Learning/Idea Lab to be housed at ETV in the location of the former USC Newsplex and will include state-of-the-art equipment, iPads, readers, Kindles, and other technologies so that teachers can come to ETV for face-to-face and distance training using the latest available tools.
--ETV will continue to support efforts for scetv.org and its other education websites formats and will work to upgrade Knowitall.org to mobile capacity.

A cross section of ETV education project descriptions is included in the Addendum.

Topics covered range from:

*Reading readiness, reading on grade level, and innovative reading practices at the district level.
*Science, technology, engineering and mathematics award-winning programs that increase test scores.
*Arts education that brings creative awareness to the classroom.
*South Carolina history projects ranging from the Pee Dee to the Lowcountry, including South Carolina civil rights history, to innovation and technology.
*Nutrition, exercise, and wellness for families.

- Aggregation

StreamlineSC, a standards-based Internet video-on-demand service, allowed all public, private, and home schools access to ETV resources. Discovery Education's streaming, PBS, and other national streaming services were provided. This year ETV is offering PBS LearningMedia premium service to districts to evaluate program content and how user friendly the technology is for individuals and classroom use. Local district multimedia videos and resources were searchable and were correlated to South Carolina's state K-12 curriculum standards. StreamlineSC also included a local file sharing feature called MediaShare which allowed local schools to share video and other educational resources with other schools, districts or statewide. OnePlaceSC offered teachers searching across all the quality K-12 educational sites, including all of SC ETV's K-12 web content, SC Department of Education's eMedia resources and the State Library's DISCUS sites. The site was upgraded this summer to be easier to access and find what teachers need. Knowitall.org provided numerous original and partnering interactive educational websites for all grade levels and included SC specific content. Edmodo is an online site for teacher information on Common Core; the concept came from needs identified by ETV's Advisory Council.

- Customer Service

Customer service support was provided for administrators, teachers and staff, including access to the web sites, program schedules, and technical matters. ETV determined education customer needs through education partnerships,

assessments, and surveys. Education viewers and listeners contacted staff through toll-free numbers and an online services site. ETV surveyed key curriculum, staff development, and IT administrative personnel at 14 districts across the state to identify their training, content and technology needs. (See Addendum)

- Infrastructure

  ETV's infrastructure provided services to school district throughout the state and was also used as a backbone for the emergency preparedness services for school districts. Content was delivered through digital, video, audio, and web services. ETV connected districts to a network with on-air educational offerings to provide a more efficient delivery of educational programs in the schools. The digital portal technology used reduces demands on the schools' public Internet. Distribution allowed collaboration and sharing of content and best practices by teachers and administrators.

  ETV and Sprint (formerly Clearwire) are planning pilot school projects in applicable areas. Sprint currently uses 16 of ETV's EBS licenses to deliver cellular roaming services in exclusive areas within the state. ETV will begin testing the signal strength and capacity with schools in applicable reception areas in 2013-2014. After the testing ETV will approach pertinent schools and identify potential ways the schools could use the limited public Internet connection. ETV will project future capacity to assist other schools when Sprint cells come on line as the potential expands with future services.

  ETV's Engineering Department worked with the Allendale School District and the K-12 Technology Committee to provide a host server to support StreamlineSC because the district could not get fiber service to the district. The host server allowed the district to access StreamlineSC services.

Change in processes or activities:

We consider this year a turning point for reenergizing ETV's education services. We are devoting more station resources to support these efforts.

Changes in processes and activities for the current year including the following:

- This year ETV implemented a new online content and management system. This system has dramatically improved our users' experience on scetv.org and www.scetv.org/ education, making websites more accessible on mobile devices, enabling social media and community interaction, offering more on-demand video and audio content, and making it easier for producers to add fresh content and viewers to find content by topic. As the user switches from laptop to an iPad or a smartphone, ETV's website will automatically switch to accommodate the user's preference including iPhone, iPad and Android devices.

- ETV has increased training on wireless mobile device, personalized learning, common core, and used more blended online methods to reach teachers. In the summer of 2014, ETV is planning to partner with the new State Museum to host a 3-day conference for teachers throughout the state. As local school district, state K-12 organizations and other education partners identify needs and funds to create or aggregate content, projects for web, video, and audio will be produced.

- ETV will continue to work with Lexington School District 4 to seek funding to provide literacy resources for their pre-K and K-3 students to include scholarships for teaching assistants and community literacy partners for the PBS "Raising Readers: Preparing Preschoolers for Success." (See Addendum for the Pre and Post-Course Survey results for the course completed Lexington #4 Early Childhood Center teaching assistants and community partners.) We will also seek funding to contract with USC's College of Education Institute of Public and Policy Research Center to develop a proof of performance model on the impact of early childhood teacher training resources. The plan will address reading proficiencies and work directly with the afterschool alliances in the district. ETV will use PBS Kids' literacy apps and games, STEM resources and PBS Teacherline for professional development for key personnel. ETV is seeking funding to expand the model to other districts.

- This year ETV will introduce a simplified and improved OnePlaceSC website that no longer requires a teacher log-in.

- ETV has launched an ETV teacher courses searchable website. Educators in SC can access the site to find out about recertification/renewal and graduate level courses provided by ETV Teacher Recertification, TeacherLine Southeast and Teacher Step. Users select offerings by interest of curriculum area, grade levels, credits needed, session dates, type of learning environment desired, and if the course qualifies for technology credit. The website is http://scetv.org/teachercourses.

- This year ETV added a new educational resource on-demand service called PBS LearningMedia. PBS LearningMedia offers educational resources in a platform that supports 21st Century teaching and learning objectives.

- Based on teacher demand and input from the ETV Advisory Council of educators, ETV created a Common Core social media site using Edmodo that allows teachers to collaborate on teaching methods and websites.

- Due to reorganization at the SC Department of Education, eMedia is now a part of the SCDE Office of Virtual Education and most of the team members have been assigned new duties and several staff members moved from ETV to the SDE offices. Due to this transition, roles and responsibilities have shifted causing many services to be modified.

  Following the SDE restructuring, ETV realigned its own staffing resources to direct more support to education. Effective this year, ETV is now managing the development and deployment of K-12 online course management services including the Annenberg series. New teacher recertification courses include *The Habitable Planet: A Systems Approach to Environmental Science; Environmental Awareness and Conservation in SC and Beyond, Part 1;Take on the South with Dr. Walter Edgar; SC Chronicles VI: Reconstruction Era; Natural History In and Out of the Classroom with Rudy Mancke.*

- Another outcome has resulted in ETV's transitioning away from our primary analog EBS delivery system to seek available broadband alternatives provided by our lease partner Sprint, formerly Clearwire, and through other digital platforms.

ETV Partnerships:

ETV works with a number of EIA EOC funded organizations such as USC's College of Education Write Right Project, STEM centers, and the Center for Educator Recruitment, Retention and Advancement to support on-going education partnerships.

This year ETV established an ETV Superintendents' Advisory group from the South Carolina Association of School Administrators' membership. A cross section of 14 superintendents and their staffs identified priorities, needs, and opportunities for ETV to focus on as we provide training, create and aggregate content to meet district needs and maintain the statewide distribution system.

To support 3-4-5 year-old child development, ETV offers PBS Teacherline professional development for pre-service and in-service teachers in districts throughout the state. Each week ETV broadcasts statewide 83.5 hours (ETV HD-63.0 hours per week; SCC-10.0 hours per week; ETW-10.5 hours per week) of "safe haven" PBS programming for our youngest learners and provides a wide range of on-line media rich content for children and their families. All of the PBS Kids programs have accompanying websites targeting children and are created to teach. Programs include mobile apps for each of the series. *Martha Speaks* studies conducted by PBS show a significant increase in vocabulary enhancement of young learners. Kids who played the *Martha Speaks* app for two weeks had a 31% gain in vocabulary tested. Kids who watched *Super Why!* scored 46% higher on standardized tests than those who didn't. PBS Kids curriculum provides content that addresses essential skills for STEM literacy and social and emotional development.

ETV, in partnership with the K-12 Technology Initiative, created StreamlineSC to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom. The service is being utilized in all of the state's public school districts, 362 private and special schools, and 275 home schools and associations. ETV provides professional development, training for K-12 teachers, counselors, and administrators, as well as radio and television broadcasts for the general public.

ETV has a longstanding partnership with the S2TEM Center SC, which originated with initial funding for the STEM initiative in 1993. Since that time ETV has continuously hosted the Midlands Center at ETV.

To support adult education, ETV offers online the GED and Workplace Readiness skills. The website "Fast Forward For Adult Education" provides is at no charge to the districts and adult education centers throughout the state. "Career Aisle," one of the most popular ETV Knowitall.org websites provides career choice and counseling resources for teachers, parents and students. ETV promotes the National Dropout Prevention Center/Network webcasts to schools throughout the state each school year.

ETV American Graduate, a public media initiative funded by the Corporation for Public Broadcasting helps local communities find solutions to address the dropout crisis. The ETV American Graduate initiative brought together national, statewide and local policy makers, educators, successful dropout prevention program directors and students for a community summit to discuss creative solutions for the problem. Based on the success of the 2012 event, ETV secured and hosted a second grant from CPB for a new ETV American Graduate Youth Media Summit and Civil Rights Forum in the spring of 2013.

Each year ETV records and broadcasts the "Teacher of the Year" celebration, streams the event to schools throughout the state and offers the program for cable distribution to communities.

ETV works with a number of South Carolina colleges and universities on educational projects. These institutions include the University of South Carolina, MUSC, Clemson, Furman, Columbia College, Converse College, Winthrop University, and technical colleges. ETV's President and Education staff meet with the EOC, SDE, SCASA, the SC Palmetto Teachers' Association, K-12 Technology Initiative, as well as education departments, to identify statewide education needs and priorities on how to serve those needs.

ETV is currently working with the SC Palmetto Teachers Association to begin a survey of its membership on teacher needs.

ETV President Linda O'Bryon serves on the Cyclical Accountability Review Panel led by the EOC on new accountability plans for the state.

ETV's budget for the K-12 Technology Initiative was approved, which includes funding for another year of Streamline SC, which ETV negotiates on behalf of the state, and upgrades to Knowitall to make sites available to mobile users.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

On the following pages is a grid of ETV's programs, direct products and services, along with comparisons and/or outputs.

Program	Direct Products/Services	For Comparison Purposes/Outputs
Training	399 workshops and conferences at no cost; offered to public and private schools, home schools and future teachers in higher education	5,798 teachers
	Provide in-classroom training on request plus scheduling	Presented 412 sessions
	Premium Recertification week-long, hands-on technology and ETV content workshops	$1,500.00 per district or $200.00 per participant
	ETV is a PBS TeacherLine provider of online graduate professional development courses for teachers in SC, GA, and NC	Provided teachers 631 PBS TeacherLine graduate course seats for a total of 22,185 instruction hours
Content Creation	Web, video, audio, streaming, and data base management by state standards	Knowitall viewed more than 3.5 million times Districts have a comprehensive package of professional development which is updated monthly
Content Aggregation: StreamlineSC	All districts participated; 362 private and special schools and 275 home schools and associations use services. There are 39,000+ registered teachers and support staff using the service. Provides over 142,117 educational assets with 27,176 local resources.	One of the highest uses per teacher in the nation; generated 2.6+ million uses of resources statewide. (Teacher Domain is a comparable national public television site with 2.6 million page visits.)
Content Aggregation: OnePlaceSC Edmodo	A central location to find qualified resource sites; seek and enroll in teacher recertification courses; provides access to local district video streaming portals, and TV guide. Supports Common Core.	No other web site assists SC teachers with resources, teacher certification options, and access to programming.
Customer Service	Provide assistance during the school day on all ETV K-12 services including access to resources, programming, recertification and online course enrollment and troubleshoot technology access issues. Instructional program use is measured through surveys and internet usage of Knowitall.org and StreamlineSC	Survey response, ranks content and technology resources above 93.8% of teachers who used the content with their students.
Infrastructure	72 district centered IP Media distribution systems 65 channel EBS systems	ETV processed 372 tickets for services and maintained towers to serve schools

Supporting Document for ETV's program, direct products and services. (question 5)

The direct products and services delivered by training include:

- ETV training staff provided 412 sessions that provided hands-on training to 5,798 educators and future teachers during the last school year. Trainings were offered at no cost to the districts; by comparison, commercial K-12 training sessions range from $2500 to $3500 per session.
- An educational resource included web content, video and audio production, graphics, streaming, animation, virtual tours, interactive education content, data base, and web programming. Educational resource use was calculated by the number of visits and links by resource.

The direct products and services delivered by content creation include:

- ETV in partnership with SDE's Office of eMedia produced professional development for teachers and course content for students. Professional development ranges from career guidance work skills and special education updates to State Museum resources for educators, short notes with naturalist Rudy Mancke and gifted and talented curriculum training. Student content includes "Finding Money for College," "Project Discovery," "Riverbanks Roundup." and "Palmetto Heritage."

The direct products and services delivered through content aggregation include:

- ETV, in partnership with the S.C. Department of Education and the K-12 Technology Initiative, created **StreamlineSC** to improve and manage learning resources in South Carolina schools. Community leaders and school officials can track and evaluate **StreamlineSC** utilization in the classroom. SC is a national leader in providing video on-demand to students and teachers. **StreamlineSC** K-12 resources were utilized 2,692,445 million instances during the 2012-2013 school year. **StreamlineSC** continues to have one of the highest per teacher use in the nation. The service is being utilized in all of the state's public school districts, 362 private and special schools, and 275 home schools and associations.
- **OnePlaceSC:** ETV and its education partners offer a variety of quality K-12 educational content websites. A key to accessing all these educational initiatives is ETV's **OnePlaceSC,** a single K-12 Web portal that provides access to all the content on one web site. The site features SCETV resources, including **StreamlineSC** and **Knowitall.org, as** well as partner resources available through the State Library's DISCUS, PBS and affiliates, SDE and local districts. Users can easily search all these sites and locate the assets they need from a single inquiry. **OnePlaceSC** also provides professional development opportunities, and local and statewide broadcast TV guides for all the education and broadcast programs offered live to the K-12 community.
- ETV manages PBS TeacherLine Southeast which provides online solutions for teacher professional development in SC, NC, and GA. Teachers participated in

631 PBS graduate courses for a total of 22,185 instructional hours. SC educators use TeacherLine credits in a variety of ways, including renewal credits for recertification, graduate credits for recertification, pay upgrade, Masters + 30 credits, and PACE Credits for Initial Certification.

- ETV digital content is accessed by students and teachers throughout the state. There are 60,207 video clips available on-demand to students and teachers in StreamlineSC. StreamlineSC has a built-in management service where community leaders and school officials can track and evaluate StreamlineSC utilization in the classroom, which aggregated 3,236,680 educational resource uses for the 2012-2013 school year.
- Viewers and listeners are encouraged to contact ETV's toll free numbers and online customer service site. ETV trainers meet with teachers and educators across the state about how to access out systems. Each school district has an ETV technical representative assigned to respond to technology needs. ETV also tracks Internet uses of Knowitall.org and StreamlineSC and conducts conferences with school district media coordinators to receive feedback about instructional services needed by the districts.

<u>The direct products and services delivered by infrastructure include:</u>

- IP-based internet portals including "Knowitall.org," and PBS mobile applications compatible with web-based infrastructure
- ETV's Educational Broadband Service (EBS) helps distribute education content to the districts without the expense of increased bandwidth.
- ETV continues to support the 72 districts with educational portals using IP media distribution systems. The Portal systems are school-district centered IP media distribution servers residing on the district WAN. They are core to media content delivery throughout the districts. ETV, commercial vendors, and much of the district's educational local cable content are distributed via the systems. ETV also relocates and removes equipment and towers at renovated/closed schools, as well as maintains towers used to deliver required services for outlying schools and districts. ETV is responsible for issues and questions about EBS licensing, use of the spectrum and changes in tower placement, construction and removal. ETV is transitioning away from our primary analog EBS delivery system to seek available broadband alternatives provided by our lease partner Sprint and through other digital platforms.

Evaluation reports include utilization of content, use of technology, and surveys by users.

Samples of evaluations include the SCASA ETV Superintendents' Advisory Group list and survey summary; the week-long ETV Technology Resources Workshop; Participants and Survey Summary; Lexington #4 PBS "Raising Readers" teacher evaluation; 10 Facts about PBS Kids; Streamline Conferences, Workshops and Presentations by School District; and ETV web metrics. (See Addendum)

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Training:

- 5, 798 teachers and media specialists participated in free media and content training.
- List and Summary of ETV Superintendents' Advisory group survey.
- A survey sample of over 180 teachers, who participated in one of 13 week-long ETV hands-on computer training for teachers.
- Survey sample of Lexington #4 "Raising Readers: Preparing Preschoolers for Success."
- Streamline conferences, workshops, and presentations by school district.
- ETV Knowitall web metrics.

Copies of the surveys, evaluations of workshops, districts trained are in the Addendum.

Content Creation:

ETV produced with eMedia over 60 K-12 curriculum video programs aired on broadcast channels and on-demand through Streamline SC.

ETV Knowitall.org: The Knowitall.org site had more than 3.5 million page views this year, with total page views since its launch exceeding 35 million. Sites include: *Artpoia* with 736,608 page views, *The Natural State* with 457,587 views and *Career Aisle* with 505,039 page views.

Content Aggregation:

ETV StreamlineSC is a video-on-demand service offered to all K-12 public, private and home-school students including current and archived rich media learning resources. StreamlineSC is a standards-based video-on-demand service utilizing Discovery Education Streaming. ETV subscribes to this statewide service at an 80% cost discount, which is offered at no charge to all students in South Carolina. The content includes 27,176 local videos available from ETV, SDE, and local school districts — 19% of the total 142,117 full video inventory. A substantial portion of the programs are local district productions, curriculum specific and professional development videos. ETV and the SC Department of Education's eMedia videos had a total of 103,205 views this school year.

PBS Teacherline: ETV is a course provider of PBS Teacherline which offers online graduate level professional development courses for teachers in South Carolina,

Georgia, and North Carolina. Teachers participated in 631 PBS graduate course seats for a total of 22,185 instruction hours. During 2012-2013, the ETV-operated Teacherline Website at www.teacherlinesoutheast.org generated 26,055 visits by 19,132 unique visitors for a total of 67,303 page views, which included 7,412 visitors who were returning visitors.

ETV continues to focus on Early Childhood Education with materials and services that extend the value of programs presented on PBS through ETV. A major outreach effort is our early childhood's ETV Kids initiative. Each week, ETV broadcasts statewide (63 hours) of programming for young learners, including many Ready to Learn programs like Dinosaur Train, Super Why! and Curious George. All the PBS Kids programs have accompanying engaging websites targeting children and are created to teach literacy and STEM skills. ETV also works with high need communities through after school programs and summer literacy initiatives.

ETV continues to receive feedback from teachers and administrators that its technology and services encourages overall student engagement which leads to improved levels of achievement.

"What Others Are Saying" (See Addendum)

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

The latest external and internal evaluations are from 2012-2-13.

Has an evaluation ever been conducted?

___X__**Yes** (Content and training evaluations are conducted for education workshops, district use of technology, and web metrics.)

_____ **No**

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

The results of the evaluations have been emailed to Melanie Barton and include confirmation of FCC "substantial service" requirements, teacher evaluations, and a list of districts using services.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X__**Yes** (Evaluations can be provided on request to the EOC.)

____ **No**

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

ETV would absorb or offset potential EIA reductions totaling 5% and 10% in the current fiscal year 2013-2014 by implementing an across-the-board cut from the $4,829,281 allocation, which would result in the reduction of infrastructure support, training, content creation, aggregation, and distribution.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2013-14 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

ETV is prepared to provide the services outlined here for FY14 within the proposed budget.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X__ The same as appropriated in the current fiscal year's appropriation

___ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	4,829,281	4,829,281
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		146,076
TOTAL:	**4,829,281**	**4,975,357**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	2,866,214	2,835,370
Contractual Services	194,799	285,427
Supplies & Materials	250,487	275,657
Fixed Charges	109,670	124,430
Travel	18,683	20,000
Equipment	2,599	174,505
Employer Contributions	984,911	986,853
Allocations to Districts/Schools/Agencies/Entities		
Other: Utilities	255,842	273,115
Balance Remaining	146,076	
TOTAL:	**4,829,281**	**4,975,357**
# FTES:	**67**	**67**

ADDENDUM

Highlights for Topics for *In Our Schools 2012-2013*

Highlights of Produced Programs for K-12/2012-2013

Highlights of Key Professional Development for Educators

*Highlights of Topics for **In Our Schools** 2012-13*

National Blue Ribbon Award – SC schools selected that were either academically superior or demonstrate dramatic gains in student achievement. Programs featured Hammond Hill Elementary, South Kilbourne Elementary and Marrington Middle School of the Arts.

Exploring the Digital Classroom (LIVE program) – Dr. Zais, school administrators and teachers joined in a discussion about the use of mobile devices and table computers in the classroom to improve instruction by using this new technology to meet needs of students.

SC Schools Honored for Success – Focused on schools that have received awards such as being named a Distinguished Arts Program Grant Recipient and ABC school as well as National Blue Ribbon.

Outstanding Career Guidance In Middle School – A two-part mini-series looked at how career and technology education (CTE) provides our nation with students who are college and career ready. Programs featured Forestbrook Middle School in Horry County where they have created a world-class career exploration program that prepares students for high skill, high wage and big demand careers.

Principals of Excellence – Part 3, 4 and 5 aired with focus on Literacy, Technology in the School, and Using Data to Inform Instruction. A group of outstanding school leader Principals, some of which were honored as the Tenenbaum Award winner for their cohort of the School Leadership Institute, made up the panel.

Implementing the ESEA Flexibility Plan – Program featured SDE professionals providing an overview of the SC's approved Elementary and Secondary Education Flexibility Plan, including new standards in English and mathematics, how the new system provides more information, and types of assistance available.

School Health Success Stories – For National Nutrition Month, featured coordinated health education programs at several SC schools.

SC Teacher of the Year 2013-14 – Provided a look in the classrooms of the top five SCTOTY finalists to see their passion for being a teacher, learn about their background and why they chose this profession.

CTE Educators of Excellence – Part one of this mini-series of five programs focused on Career and Technology Education and South Carolina Business Collaboration.

2012-13

Highlights of Produced programs for K-12 (@ 52 programs produced in 2012-13)

Project Discovery – Life at Lemmon Hill Plantation, Parts 1 and 2 – Two-part series taped on location at Lemmon Hill Plantation just outside of Winnsboro to look at life in the Fairfield county area during the early and mid 1800's when this area was a bastion of wealth with cotton and blue granite, a place where schools for SC's young men and women and one of the first schools for free African Americans after the Civil War were started. (For students in grades 3-8)

Riverbanks Roundup – Designed to support science standards in grades k-6, this series looks at the characteristics and habitats of the many wonderful animals at the zoo. Program topics produced include "A Day in the Life" (behind the scenes to see what the zoo crew does in their jobs) and "Telling Tails" (exploring how animals use their tails and what that tells you about them!)

Palmetto Heritage Series – Events, people and places that shaped our state's history are shared through introductions to the topic by young hosts interwoven with re-purposed dramatizations that tell many of South Carolina's important stories. Topics include: Denmark Vesey, Burning of Columbia, Charleston Tea Party, and Legend of Isaqueena. (For students in grades 3-12)

Tune Up to Literacy – Additions made to this series that encourages literacy using original songs by composer/lyricist, and educator Dr. Al Balkin. The fast-paced, short programs musically introduce and reinforce crucial concepts such as using the period, punctuation and sentence construction. (For students in grades Pre-K-3)

Making Dollars From $ense (formally called The ETV Stock Market Game) – Produced in cooperation with SC Economics and designed to provide thoughtful, well-informed decisions about earning, saving, spending, and investing money. The five programs also featured 2013 Young Entrepreneur Award winners. (For students in grades 5-12)

Short Takes with Naturalist Rudy Mancke- Naturalist Rudy Mancke talks a tad about some of his favorite creatures, sharing his enthusiasm for nature and his knowledge about fascinating things all around us in SC. From his office at USC that is filled with artifacts and creatures of every size and description, Rudy shares a minute of information on interesting science topics! (For students in grades 3-12)

Creating a Career with the Media Arts in Mind – Completed were five lessons featuring seven professionals with careers in the media arts – animation, gaming, photography, TV, film industry, documentary film making, and broadcast engineering. They joined professionals from SDE in areas of the arts and careers to talk about their education, career preparation, what they do on the job, how they use technology, and their advice for students. (For students in grades 6-12)

Highlights of Key Professional Development for Educators (@ 96 programs produced)

Conversation about the 2012 Social Studies Support Document and Assessment – This program answered many important questions about the Social Studies Support Document and statewide assessments and was designed for administrators and teachers. Although assessments are only given in grades 3-8 and US History in high school, the Support Document is designed for K-12.

Content Knowledge for Educators – Six programs designed to support teachers as they implement the Common Core State Standards for Mathematics by providing teaching tips and strategies for first and second grade teachers and content knowledge for fifth thought eighth grade teachers.

Montessori on the Move in SC – This @ 36 minute overview program was completed in editing after taping in spring around the state. It introduces the Montessori philosophy and curriculum, the history of the method, and how students in public, private and charter schools are benefitting from Montessori.

TechBytes – This new series designed for all teachers shows how to integrate technology into the classroom with topics such as Internet Safety, Cyberbullying, Educational Technologies, Blogging, and Varying Internet Tools. Educators from across the state are highlighted to show best practices.

School Health Success Stories - Focused on coordinated health education programs to show how working together for good health impacts student learning. Program featured schools in three school districts - Summit Drive Elementary and Blythe Academy in the Greenville County School District, Forest Hills Elementary in Colleton County Schools, and Fairfield Magnet for Science and Math and Fairfield Central High School in the Fairfield County School District.

Pathways to Graduation – This series provided important information about at-risk students beneficial to all educators. Topics included: Progress as a result of the states At-Risk Student Initiative, the Dropout Summit, and overview of SLICE (SC Longitudinal Information Center for Education).

Teaching and Learning Language Collaborative – Five new modules produced in a mini-series entitled The Teacher Effectiveness in Language Learning (TELL) Project that seeks to define what effective language teachers do and to facilitate their growth to prepare for, advance and support language learning.

Where the Jobs Are: Exploring Career Clusters – Featured education and business leaders from across the Palmetto State discussing the career cluster pathways, CTE programs of study, and the current career opportunities for this cluster in our state. Based on six career cluster panels presented at the 2012 Education and Business Summit, this series, is a very useful resource to provide educators with career information to share with students, parents and for in-service days.

How to Enter Work-Based Learning Data in PowerSchool - This short program provided information on how to access the Work-Based Learning training, what information is necessary, and provide a link to the WBL manual, which gives detailed information about the nine types of ELOs, PowerSchool screenshots and specific details for each required entry.

ETV Superintendents' Advisory Group and Staff List

Survey Summary: 2013 Superintendents' Focus Group and Staff
Themes, Needs and Opportunities

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Themes, Needs and Opportunities

Summary: 2013 SUPERINTENDENTS FOCUS GROUP SURVEY

During the summer of 2013, ETV interviewed a cross section of fourteen public school Superintendents and their staffs (list included in the addendum) to gather feedback on themes, needs and opportunities for teacher training, content, ETV technology, portals, innovation and communicating with the Districts.

TEACHER TRAINING-THEMES:

- Common Core (CC) **(SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT; MARLBORO COUNTY SCHOOL DISTRICT)**
- Technology Training
- Mobile Devices (**see bullet #3 for list of school Districts**)
- ONE-TO-ONE Initiative (**See bullet #3 for list of school Districts**)
- ETV's Portal Training and How to Use It (**SCHOOL DISTRICT OF OCONEE COUNTY**)
- Blended Training (Hands-On with On-Line)
- Traveling Great Distance – Inconvenient/Expense Prohibitive– Regional or On-Premises Training Preferred (**FORT MILL SCHOOL DISTRICT-YORK 4, LAURENS COUNTY SCHOOL DISTRICT 55)**
- ETV Customer Service (**KERSHAW COUNTY SCHOOL DISTRICT,**)
- Too Few Technology Coaches System -Wide (**LEXINGTON SCHOOL DISTRICT 4**)

TEACHER TRAINING-NEEDS:

Teacher and administrators training were identified as the issue needing the most attention. It does exist already nationally, statewide, within the Districts, and by ETV. The growing market and culture of technology, web-based educational services, coupled with change in pedagogical standards and assessments have left teachers and administrators overwhelmed with considerations and quick implementations. (**LEXINGTON SCHOOL DISTRICT 4)**

K-12 is experiencing monumental shifts in their processes of teaching and managing. Needs identified:

- Schools need help defining ways to address emerging (and sometimes questioned) Common Core standards. (**SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT**)
- Training needs to include collaborations and mentoring of successful specific Common Core curriculum activities. (**MARLBORO COUNTY SCHOOL DISTRICT; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT)**
- Schools need help identifying emerging applicable mobile technologies that are affordable and easy to implement. (**GREENVILLE COUNTY SCHOOLS, GREENWOOD SCHOOL DISTRICT 50,; KERSHAW COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT TWO; LEXINGTON SCHOOL DISTRICT FOUR; SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**
- Need more time and training to acclimate school/District adoptions of technology. (**GREENWOOD SCHOOL DISTRICT 50; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**
- Need to be instructed on how to facilitate day-to-day technology based activities in and out of the classroom. (**GREENWOOD SCHOOL DISTRICT 50)**
- There is a demand for answers for Common Core pedagogy "how to", and professional contacts that can address their specific needs. (**SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT**)
- Training solutions need to be accessible and flexible to the diverse time schedules of schools and staff. They must be personal and local. (**LAURENS COUNTY SCHOOL DISTRICT 55)**

TEACHER TRAINING-OPPORTUNITIES:

SCETV currently addresses the needs cited in the survey in various ways, but several opportunities surfaced that, if implemented, could increase availability of the services and help inform local communities:

- Increase ETV's training capacity by adding a curriculum specialist. The position would offer Common Core training as well as curriculum and web-based production techniques.
- Provide a curriculum specialist to help in-house producers (during conceptual preproduction planning) align COMMON CORE standards for on-going local, regional, national productions.
- ETV has the opportunity to facilitate and equip a centralized statewide facility to accommodate hands-on or blended training, and incorporate live interactive web-streaming. ETV could model personalized technology-based activities which are defined and evaluated by USC's College of Education faculty and students.
- Partner with emerging assessment processes and data, such as SDE's SLICE, to align correlations with training participants. Create formative evaluation measures that identify successful processes used by teachers and District staff. Discover ways to improve training development.
- No one institution-- local or state-- can provide all of the training needed in these 14 Districts, but communicating and advocating for those needs, as well as sharing what is going on currently and the Districts' planned solutions with parents and local communities can clarify funding and policy priorities. ETV can distribute these messages and reach the entire state using its multi-platform delivery capabilities. **(LEXINGTON SCHOOL DISTRICT 4; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT**)
- ETV will partner with Lexington 4 pilots that will target literacy. We will specifically work with the after school facilities to incorporate professional development and tried and tested PBS Kids apps and interactive games. (**LEXINGTON SCHOOL DISTRICT 4)**

CONTENT-THEMES:

- E-Textbooks (aka "techbook" "e-book" "digital textbooks": (**GREENVILLE COUNTY SCHOOLS,; LEXINGTON SCHOOL DISTRICT 2; ROCK HILL SCHOOLS, YORK COUNTY DISTRICT THREE)**
- On-Line Content Resources are used (some subscription based; some are free). (**CALHOUN COUNTY PUBLIC SCHOOLS, 11; FORT MILL SCHOOL DISTRICT YORK 4, GREENVILLE COUNTY SCHOOLS; GREENWOOD SCHOOL DISTRICT 50; JASPER COUNTY SCHOOL DISTRICT; KERSHAW COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT 2; LEXINGTON SCHOOL DISTRICT 4; SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT)**
- Interactive Content is used. (**CALHOUN COUNTY PUBLIC SCHOOLS, GREENVILLE COUNTY SCHOOLS; GREENWOOD SCHOOL DISTRICT 50; JASPER COUNTY SCHOOL; KERSHAW COUNTY SCHOOL DISTRICT; LEXINGTON SCHOOL DISTRICT 2; LEXINGTON SCHOOL DISTRICT 4; SCHOOL DISTRICT OF OCONEE COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT)**
- White Boards are ubiquitous. (**CALHOUN COUNTY PUBLIC SCHOOLS, GREENVILLE COUNTY SCHOOLS; GREENWOOD SCHOOL DISTRICT 50; JASPER COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT 2; MARLBORO COUNTY SCHOOLS, SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY)**
- There are too many content choices for teachers to quickly access what is needed. (**LEXINGTON SCHOOL DISTRICT 4; SCHOOL DISTRICT OF OCONEE COUNTY)**
- Mobile-friendly content is used more extensively (DRIVERS: BYOD & Increasing use of smart tablets). **GREENVILLE COUNTY SCHOOLS, GREENWOOD SCHOOL DISTRICT 50; KERSHAW COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT TWO; LEXINGTON SCHOOL DISTRICT FOUR; SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**

CONTENT-NEEDS:

As Rock Hill Schools-York County District Three's Associate Superintendent of Instruction, Dr. Harriett Jaworowski, eloquently stated, "*...to be honest with you our teachers are being given access to interactive digital textbooks; a lot of video is embedded in those digital texts; don't know if that will decrease usage of ETV resources, but could have a bearing on it.*" In addition to heavily used ETV-supplied content, there are other web-based sources --free and subscription--that individual teachers incorporate into their lessons. It was stated that there are too many sources. Some are hard to access because of District filters. Some are not configured for use on mobile devices. (**ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE**)

- Update ETV media resources to make them accessible on any device. (***see bullet #2 under OPPORTUNITIES-CONTENT***)
- Many want to use ETV content more; we need to inform and train teachers of potentials and easy methods to use the content in the classrooms. (**SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**

CONTENT-OPPORTUNITIES:

Participants said SCETV content is used actively on whiteboards and interactively with online lessons. (**See Bullet #4 under CONTENT-THEMES**) However, with greater emphasis placed on teaching to COMMON CORE standards and the use of mobile technologies along with accountability assessment needs, opportunities for ETV are evident:

- ETV is seeking to expand its video-on-demand service being provided through StreamlineSC using a subscription to Discovery Education. There will be an RFP that requires content to be usable in digital tech book deliveries either created by the teacher or the District or included in subscription tech books. (**See bullets #2,3 under CONTENT-THEMES**) **(KERSHAW COUNTY SCHOOL DISTRICT)**

Current ETV content can be tweaked, dissected and tagged to easily find and incorporate content resources into a delivery format that meets the needs of an individual student, however it requires both capital and human resource investments to accomplish – DAM system, curriculum specialist, editors, people to encode, etc. ***(See bullet #6 under*** **THEMES-CONTENT**) **(KERSHAW COUNTY SCHOOL DISTRICT)**

CONTENT NEEDED-THEMES:

- SC History **(KERSHAW COUNTY SCHOOLS; GREENWOOD SCHOOL DISTRICT 50; GREENVILLE COUNTY SCHOOLS)**
- COMMON CORE **(GREENWOOD SCHOOL DISTRICT 50; JASPER COUNTY SCHOOL DISTRICT; KERSHAW COUNTY SCHOOLS; LEXINGTON SCHOOL DISTRICT 2; LEXINGTON SCHOOL DISTRICT 4; MARLBORO COUNTY SCHOOL DISTRICT; SCHOOL DISTRICT OF OCONEE COUNTY; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**
- Field Trips (don't have budget to do them with students) **(KERSHAW COUNTY SCHOOLS)**
- Guidance and Career Development **(GREENWOOD SCHOOL DISTRICT 50; GREENVILLE COUNTY SCHOOLS; JASPER COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT 2)**
- Arts and Music **(GREENWOOD SCHOOL DISTRICT 50)**
- Professional Development **(JASPER COUNTY SCHOOL DISTRICT; FORT MILL SCHOOL DISTRICT – YORK 4; GREENVILLE COUNTY SCHOOLS; KERSHAW COUNTY SCHOOLS)**

CONTENT NEEDED - NEEDS:

Respondents identified that there are many web content services available, but teachers are overwhelmed by the number of choices and frustrated with their inability to use resources when they do find them due to web security restrictions, reliability and bandwidth limitations. Districts did confirm that ETV's StreamlineSC and Knowitall.org were very useful and expressed a desire to use both more. (**LEXINGTON SCHOOL DISTRICT 4**) Participants did identify some critical areas where there were voids or a need for more content formatted for access on mobile devices. Districts also identified the need for more South Carolina specific content.

- Topics on SC history, arts and music, guidance and career development; (**SEE THEMES-CONTENT NEEDS**)
- One communicated that schools can no longer afford to transport students for quality field trips and would like more virtual web-based tours like the ones available on ETV's Knowitall.org.
- Funding to procure digital tech books; District flexibility to procure digital alternatives has been addressed recently, but the cost is passed down to local schools. (**ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE**; **GREENWOOD SCHOOL DISTRICT 50**) There were also demands for content in the training and professional development areas expressed earlier, such as:
    - Content to help incorporate COMMON CORE; (**GREENVILLE COUNTY SCHOOLS; LEXINGTON SCHOOL DISTRICT 2; MARLBORO COUNTY SCHOOL DISTRICT; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT; SCHOOL DISTRICT OF OCONEE COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**
    - Successful models of personalized learning activities. (**JASPER COUNTY SCHOOLS**)

CONTENT NEEDED - OPPORTUNITIES:

SCETV currently addresses these content topics in various ways, but the responses did reveal an opportunity to help inform parents of the many initiatives that are transpiring in schools across the state. ETV, with its statewide reach through our radio and TV broadcast, can:

- Feature successful projects and programs that move students forward;
- Engage parents and concerned citizens through interactive "town hall" type programming that gives them an opportunity to ask questions;
- Create interstitials that would air between programs that give parents tips on how to help their children; education does not happen in the school building exclusively. Parents must be told there are ways they can help their children at home and during the summer, like ETV's literacy effort to assure children can read.
- Inform parents and community organizations on how their involvement with local schools not only helps children, it helps their economy. **(GREENWOOD SCHOOL DISTRICT 50)**

In addition to targeting parents and community organizations, ETV can:

- Reduce the cost of digital tech books and resources if they are procured for statewide delivery. ETV has successfully brokered access to similar resources for the state. StreamlineSC, for example, acquired an 80% discount through Discovery Education and has leveraged delivery by acquiring additional content lease royalties. (**ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE**; **GREENWOOD SCHOOL DISTRICT 50**)

ETV TECHNOLOGY-THEMES:

- Bandwidth (Internal to District "enough"; external to District always fighting that battle): (**SCHOOL DISTRICT OF OCONEE COUNTY; LEXINGTON SCHOOL DISTRICT 2; LAURENS COUNTY SCHOOL DISTRICT 55)**
- Mobile Devices are wireless, therefore usage drives the need for more Internet bandwidth and content needs. (**SCHOOL DISTRICT OF OCONEE COUNTY; JASPER COUNTY SCHOOL DISTRICT; SCHOOL DISTRICT OF OCONEE COUNTY; FORT MILL SCHOOL DISTRICT YORK 4; MARLBORO COUNTY SCHOOL DISTRICT)**
- Variety of devices available is a challenge (cost; which device to procure; training; content; tech support, etc.). (**SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT; LEXINGTON SCHOOL DISTRICT 4; SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY; GREENWOOD SCHOOL DISTRICT 50; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE; KERSHAW COUNTY SCHOOL DISTRICT)**

ETV TECHNOLOGY - NEEDS:

Respondents discussed several mobile platforms that are being tested and implemented in schools. These devices are slated to replace traditional text books. They are all wirelessly connected and are driving increased throughput of local District networks and the public Internet. Smaller District responses communicated a fear that network maintenance and support are being overlooked when considering one-to-one initiatives. As stated earlier, all communicated a need for more training.

- Most school networks appear to have adequate internal local area network throughput (LAN). However, with added wireless access and more personalized devices being used, there is an on-going need for additional public Internet bandwidth. (**JASPER COUNTY SCHOOL DISTRICT; SCHOOL DISTRICT OF OCONEE COUNTY; LEXINGTON SCHOOL DISTRICT 2; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT THREE)**
- Filters are traditionally used for public schools' Internet access which restricts use by students and faculty. This is a direct response to the shortage of throughput to the web. There is a need for live interaction to be used for collaborative and interactive instruction. (**JASPER COUNTY SCHOOL DISTRICT; LEXINGTON SCHOOL DISTRICT 4)**

ETV TECHNOLOGY - OPPORTUNITIES:

SCETV currently addresses technology (bandwidth) needs by providing digital streaming systems that allow Districts to record television programs and the ability to playback on demand. These systems also house videos created locally and the entire inventory of ETV's StreamlineSC media. This keeps Districts from having to use their public Internet throughput to stream videos. They simply make streaming more efficient by keeping

the video within the District's local network (LAN). ETV also has a major lease agreement through Sprint (formerly Clearwire) that provides the opportunity to use existing wireless broadband spectrum whose availability is dependent on ETV's leased spectrum. There are currently 16 available Sprint cells throughout the state each touching at least one school. This coming year ETV will seek pilot projects with all the applicable schools. The pilot opportunities enable ETV to offer a wireless Internet broadband connection that can be used in several ways:

- Connected Districts would not have to use their existing public Internet connection to populate their content servers. (**GREENVILLE COUNTY SCHOOLS; LEXINGTON SCHOOL DISTRICT 2; LAURENS COUNTY SCHOOL DISTRICT 55)**
- Schools could use this channel to stream ad hoc live Internet-delivered programs, online courses, or webinars. (**JASPER COUNTY SCHOOL DISTRICT; KERSHAW COUNTY SCHOOL DISTRICT)**
- Give Districts the opportunity to test alternative mobile device deliveries. (**GREENVILLE COUNTY SCHOOLS; SCHOOL DISTRICT OF OCONEE COUNTY)**

PORTALS-THEMES:

- Will be replaced over time by the next up and coming technology, most likely "the cloud"; **(LEXINGTON SCHOOL DISTRICT 4)**
- Recent customer service response by ETV has been positive. **(SCHOOL DISTRICT OF OCONEE COUNTY; CALHOUN COUNTY PUBLIC SCHOOLS; KERSHAW COUNTY SCHOOL DISTRICT)**

PORTALS-NEEDS:

The portal systems are the digital streaming systems described above. ETV manages and supports 72 District system portals. There are several varieties and versions of the systems. Some are owned by ETV. Some are owned exclusively by the Districts. These systems are viable until all Districts can provide adequate public Internet throughput. ETV no longer has the funding to provide hardware upgrades to the systems we own. Districts that own their equipment are burdened by on-going upgrade costs.

- Funding to keep the systems current until all the local networks have sufficient bandwidth to handle the students and staff capacity needs; **(SCHOOL DISTRICT OF PICKENS COUNTY; GREENWOOD SCHOOL DISTRICT 50)**
- Cloud-based delivery to be accessible and affordable through individual public wireless student and staff subscriptions which would be available and beneficial outside of the school, too. **(SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT; LEXINGTON SCHOOL DISTRICT 4)**

PORTALS-OPPORTUNITIES:

As always in technology and telecommunication-based industries transitioning to new, more efficient service delivery is occurring. The portal systems that Districts are using currently are needed to alleviate the bottleneck of throughput to the public Internet until all students and staffs have access to adequate broadband throughput that handles media rich content. Existing broadband access is available in SC, but there is an associated and direct cost to the individual. Affordability, as well as the knowledge of availability, restricts access.

- Newer upgraded portals expand the opportunities to access the Internet through internal wireless delivery and are compatible with several operating systems, i.e. IPad, IPhone and Android devices. **(SCHOOL DISTRICT OF PICKENS COUNTY; ROCK HILL SCHOOLS-YORK COUNTY DISTRICT 3)**
- There are opportunities through ETV's radio and TV statewide network to communicate the need and availability of broadband Internet. ETV is discussing with ConnectSC and various state Telco Associations ways to assist communicating the need and availability of existing broadband access throughout the state. South Carolina has broadband access available to 98% of its households, according to ConnectSC mapping. But, the subscription connection rate to these services is only used by 66% of that population. Approximately 263,000 children live without broadband service at home. Cost is the biggest hurdle to overcome for many of these families. 21% of households with children say the price of a computer is too expensive. 17% cite the monthly cost of broadband service as a barrier. **(SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT; Broadband usage statistics cited from *The Chronicle*, 3/5/2013 http://www.charlestonchronicle.net/63846/2152/south-carolina-broadband-adoption-rate-increasing)**

INNOVATION-THEMES:

- Project-based classroom/lesson facilitation; **(FORT MILL SCHOOL DISTRICT–YORK 4; GREENVILLE COUNTY SCHOOLS; GREENWOOD SCHOOL DISTRICT 50; KERSHAW COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT 2; LEXINGTON SCHOOL DISTRICT 4; MARLBORO COUNTY SCHOOL DISTRICT; SCHOOL DISTRICT OF PICKENS COUNTY)**
- SMARTER BALANCE implementation causes concern (capacity to do it; how to configure /implement testing; interpretation of the assessment; etc. **(LEXINGTON SCHOOL DISTRICT 4)**

INNOVATION-NEEDS:

Incorporating and testing innovative uses of technology and personalized learning were common topics. Two Districts, **(GREENWOOD SCHOOL DISTRICT 50** and **LEXINGTON SCHOOL DISTRICT 4)** are doing pilots with TransformSC, which is engaged in developing and implementing transformative change in K-12 Schools. All understand the need and the promise of change to the process, but are concerned that COMMON CORE standards change the technology infrastructure significantly without accompanying training, technical support, staff time, and money for access to that infrastructure for students.

As stated above (see TRAINING, CONTENT AND TECHNOLOGY- THEMES) there are many needs cited. Another area of interest was the emerging assessments to the COMMON CORE standards. SMARTER BALANCE was noted specifically **(LEXINGTON SCHOOL DISTRICT 4; CALHOUN COUNTY PUBLIC SCHOOLS)**. The state had yet to adopt a new state standard of assessment during the time this survey was conducted. There were concerns mentioned about accurate evaluations gathered by the state on technology readiness and the status of a school's ability to conduct the new assessment completely online without paper.

- In addition to the newer pedagogy training/professional development, there will be a need for proper implementation of the testing.

INNOVATION-OPPORTUNITIES:

It is evident from the survey that innovation is happening in schools across the state. There is monumental change occurring and it is transforming K-12 education. There are many wonderful stories that need to be told. These stories can engage communities and encourage parents to be involved.

- Awareness of innovative projects happening in SC schools could translate into strong commitment for the schools which is needed. The narrative arc can show how parents and community leaders can help. Awareness needs to be heightened among investors, economic developers, and venture capitalists, as well, to let them know the state is charging ahead with K-12 educational initiatives like TransformSC. **(GREENVILLE COUNTY SCHOOLS; LEXINGTON SCHOOL DISTRICT 4)**

COMMUNICATING WITH DISTRICTS ABOUT ETV SERVICES-THEMES:

- Be more engaged in roundtable discussions (technology, superintendents, media specialists)
- Develop a newsletter (already underway)
- Engage with instructional/curriculum staff at the District level. They get word out to the teachers.

(CALHOUN COUNTY PUBLIC SCHOOLS; FORT MILL SCHOOL DISTRICT – YORK 4; GREENWOOD SCHOOL DISTRICT 50; JASPER COUNTY SCHOOL DISTRICT; KERSHAW COUNTY SCHOOL DISTRICT; LAURENS COUNTY SCHOOL DISTRICT 55; LEXINGTON SCHOOL DISTRICT 2; LEXINGTON SCHOOL DISTRICT 4; MARLBORO COUNTY SCHOOL DISTRICT; SCHOOL DISTRICT OF OCONEE COUNTY; SCHOOL DISTRICT OF PICKENS COUNTY; ROCK HILL SCHOOLS–YORK COUNTY DISTRICT THREE; SOUTH CAROLINA PUBLIC CHARTER SCHOOL DISTRICT)

COMMUNICATING WITH DISTRICTS ABOUT ETV SERVICES- NEEDS:

The respondents acknowledged many of ETV's current methods of communicating through Media Specialists, Digital Education Services (DES), school personnel, emails and blogs. However, suggestions did address how ETV could communicate more effectively with the Districts:

- ETV should participate in on-going periodic SCASL roundtables for IT, curriculum and superintendents.
- All written communication about available resources needs to be short, clear, and concise.
- In addition to the media specialist and District Digital Education Service (DES) personnel, ETV communication should target District curriculum and technology leadership. They, in turn, would disseminate all relevant topics to the proper staff throughout the District. That lends credibility and underscores ETV's information.

COMMUNICATING WITH DISTRICTS ABOUT ETV SERVICES-OPPORTUNITIES:

ETV in the past has disseminated newsletters specifically for K-12 education and periodically surveyed teachers. A few of the responses reiterated that ETV should continue to use a newsletter for K-12 communication.

- ETV is planning to reinstate the K-12 Education Newsletter. Each newsletter will include different survey question(s). The results will be used to evaluate current services and identify future initiatives.

ETV's Summer Technology Resources Workshop Outline

Sites, Dates and Number of Attendees

Class Evaluation – June 10-14, 2013 Workshop

Training Workshop Survey Summary

ETV Technology Resources Workshop

Outline for 5 day Professional Development Course

Join us for a **3 hour/60 renewal credits** course on **Creating Video in the Classroom**. This course will cover ETV and other FREE Resources available to teachers, Digital Storytelling, Movie Maker and iMovie on iPads, and using video cameras for Project-Based Assessment.

Mornings: Learn about resources and software.

Afternoons: Hands-on with new tools.

Evenings: Moodle component for turning in assignments and online discussions how to apply the new tools to the classroom. (Be mindful that the sooner you post, the sooner your classmates can reply and complete their course work.) Each participant will be asked to post their discussion and then reply to at least 2 of their classmates' posts by expanding on their ideas, giving helpful hints, or etc.
Remember to be polite and professional in all posts.

Day One

ETV Resources

Knowitall.org-Not Just Fun and Games
Knowitall.org is ETV's free, Web-based multimedia portal featuring a collection of interactive sites for K-12 teachers, parents, and students. You'll find award- winning, animated games and simulations, virtual field trips, research resources, close-up investigations of the environment, careers, and much more! This valuable educational tool can enhance learning by allowing children to interact with quality, standards-based information and content. We will take a fun, in-depth tour and become a certified Knowitall!

PBS Kids.org
Online activities that enhance childrens' experience with award winning PBS shows.

PBS Learning Media – Tons of Interactive Tools
PBSLearningMedia.org has 25,000 assets covering all subjects with audio, docs, images, videos and interactives. All accessible in the classroom or at home.

Teacherline – Recertification Courses
Teacherline Southeast provides online solutions for teacher professional development in the southeast through its delivery of PBS Teacherline courses which also offer graduate credit.

ETV Recertification Courses
Online solution for teacher professional development K-12.

ETV StreamlineSC
Let us help you address the variety of learning styles in your classroom with ETV StreamlineSC. Did you know…there is free access available to over 8,000 videos, 50,000+ video clips correlated to the SC Standards, as well as articles, songs, sound effects, historical speeches, an historical events calendar, quizzes, lesson plans, writing prompts and much more. Learn how easy it is to enhance your lessons with instructional gems to motivate your students. Also see how easy it is to *share* these resources with your students.

Engage Students with StreamlineSC Builder Tools (Optional)
Learn how to create online Quizzes (graded for the teacher!) & Writing Prompts and include them in Assignments along with videos, images, and web quests using ETV StreamlineSC Builder Tools. Students just need an Internet connection to access the Builders through a web link. Great tools for the "flipped" classroom where the students watch the video at home and then discuss in class.

Task: Work through each of these sites. Find 2 resources on each and share them with the class. For Streamline, use My Content, Download, and Embed and Hyperlink into PowerPoint or Word.

Moodle: From Knowitall.org, PBSLearningMedia.org, eMedia.scetv.org, and/or PBS Teacherline, name 2 specific resources and/or tools that caught your attention. Name 2 specific resources that you found in StreamlineSC.org and discuss how you will use them in your classroom. (Total 2 to 4 paragraphs) Then reply to at least 4 of your classmates' posts.

Day Two

Creating Instructional and Assessment Videos

No more boring reports when incorporating digital storytelling. Start simple with picture stories made into a video. Learn how to use **Photo Story 3** by Microsoft (a free download). Learn creative and engaging ways for teachers and students to present topics with pictures, text, narrations and music.

Find images on the web through StreamlineSC, Google and a DIIGO search. Learn about copyright.

Task: Create a photo story. Include at least 8 images, at least 1 PowerPoint slide, narration, and at least 2 audio files. Simple Credits/Citations. Upload to Media Share in StreamlineSC.

Moodle: Discuss how photo stories might be used for teaching, learning and assessing. Discuss if you are going to incorporate into your classroom time for your students to create these photo stories-why or why not. (2 to 4 paragraphs) Then reply to at least 2 of your classmates' posts.

Day Three

Creating Instructional and Assessment Videos (continued)

Review Day Two's projects.

With **Windows Movie Maker,** free editing software that is already preloaded on most PC's, incorporate StreamlineSC video segments, import pictures, add special effects, text and music. Loads of FUN! You will be inspired!

Task: Create a movie using Movie Maker. Include an editable video from Streamline, audio, titles, credits/citations.

Moodle: 1) Discuss how creating videos can be used for teaching, learning and assessing.
2) Upload your video to Moodle and view 2 of your classmates' videos and give positive feedback. (2 to 4 paragraphs)

Day Four

Lights, Cameras, Action!: Using Small Video Cameras in the Classroom

See how easy it is to take a small video camera and create video for your classroom. Teachers and students (of any age) can use these point and shoot video recorders with little or no training. After the recordings are made the camera simply plugs in to the computer as a USB flash drive and use simple free video editing tools as needed. Students can record digital footage inside and outside the classroom to demonstrate a lesson learned, an interview, public speaking, or enhance a presentation. Teachers can create lessons for use in the classroom or at home.

Task: Create a movie using original footage. At least 1 minute. No longer than 3 minutes. Write out an outline, storyboard it with shots and dialog. Shoot. Edit. Save. Upload to Moodle.

Moodle: 1) Discuss at least 2 projects that teachers or students could create using video cameras.
2) Upload your project and then review 2 of your classmates' projects.

Day Five

Classroom Tools including Web Tools and Portable Devices

View district's video portal.
Review Copyright.
Web Tools-Discover new tools for your classroom. Use DIIGO.
Open discussion about classroom tools.
Look at portable devices and discuss their uses.

Task: Try out several web tools. Practice creating projects.

Moodle:
Part 1) What was your favorite web tool and why?

Part 2) Class Review:

- Honestly, will you use any of these tools from the week in your classroom? How
- Was this course worth your time?
- Did it meet your expectations?
- How might it be improved?
- Would you recommend it to others?
- Do you have a quote ETV can use to promote its Education Services?

Thank you. (Upload as a Word document.)

3 Course Credits

To get full credit for course, and access to your certificate, you must complete all Tasks and Moodle Discussions within 7 days of last hands-on class.

ETV Summer Week Long Technology Resources "Video in the Classroom" Workshops 2013

Dates	**Host Districts**	**Locations**	**Instructor**	**TIME**	**How Many?**	**Attendees**	**Days**
June 3-7	Spartanburg 6	West View Elementary	Debbie J.	8:30-4:30	1	14	5
June 3-7	Spartanburg 5	Beech Springs Intermediate, 200 South Danzler Road, Duncan, SC 29334	Donna T.	8:00 to 4:00	2	7	5
June 10-14	ETV	Columbia	Debbie J. and Donna T.	9:00 to 5:00	3	25	5
June 17-21	Greenwood 50	Northside Middle	Debbie J.	8:30-4:30	4	12	5
June 17-21	Spartanburg 7	Spartanburg High, 500 Dupre Dr Spartanburg, SC 29307	Donna T.		5	5	5
June 24-27	Fairfield	District Office	Debbie J.		6	23	4
June 24-27	Orangeburg 5	District Office, 578 Ellis Avenue	Donna T.	8:00 to 6:00	7	11	4
July 15-19	Anderson 5	Glenview Middle School	Debbie J.	8:30-4:30	8	19	5
July 22-26	ETV	Columbia	Donna T.	9:00 to 5:00	9	12	5

ETV Summer Week Long Technology Resources "Video in the Classroom" Workshops 2013

Dates	**Host Districts**	**Locations**	**Instructor**	**TIME**	**How Many?**	**Attendees**	**Days**
July 22-26	Bamberg	Denmark-Olar	Debbie J.	8:00 to 5:00	10	8	5
July 29-Aug 2	Hampton 1	Wade Hampton High in Varnville	Debbie J.	8:30-4:30	11	19	5
July 29-Aug 1	Georgetown	Georgetown Middle, 2400 Anthuan Maybank Drive	Donna T.	8:00 to 6:00, 30 min lunch	12	13	4
Aug 5-9	Lancaster	Adult Ed Center	Donna T.	8:00 to 5:00	13	18	5
				Total Attendees		**186**	

Class Evaluation for Week-long ETV Technology Workshop – 25 Participants (June 10-14, 2013)

Questions

- Did it meet your expectations?
- Would you recommend it to others?
- Was this course worth your time?
- Do you have a quote about ETV Education Services?

Answers to the above Questions

Did it meet your expectations?

- It certainly met my expectations! I was hoping that we would get some hands-on experiences. This class certainly did that! I hoped that some ideas would be shared that we could take back to our own schools and tweak to go along with our needs. I certainly did that! I hoped that we would learn about some websites. This class certainly did that!
- Definitely! I had no idea how much I was going to learn. I was amazed at the resources and the amount of information Debbie and Donna had to share.
- This course met my expectations and needs. I thoroughly enjoyed this class. I will take more classes through ETV in the future. Thank you for making recertification affordable and easy. Donna Thompson and Debbie Jarrett are smart, caring, and comical. They really made this class fun.

Would you recommend it to others?

- I would definitely recommend this course to others – even as technologically savvy we may be, there are so many new "tricks" and apps coming on the market daily. We can all use this information in some form.
- Yes, I would recommend it to others. The good thing about this class is that the info learned can apply to all teachers. You guys (Debbie and Donna) were personable and used humor to make learning fun.

Was this course worth your time?

- This course was definitely worth my time. I am so glad I took this class during the summer because there are so many tools I plan to use during the next school year, and I now have plenty of time to explore and plan before school starts. Had I taken the course during the school year, I would probably not have time to play with the tools and would eventually forget everything I have learned this week.
- I really enjoyed this class this week. I enjoyed working with the cameras yesterday. I would recommend this class to others. I learned a lot about the web tools available for my students and my personal use also. Thanks to all the instructors and class mates.

Class Evaluation

At the end of each class during the summer – week long, hands-on, computer training for teachers, called the ETV Technology Resources class – we would ask for an evaluation on the week that contained these questions.

- Honestly, will you use any of these tools from the week in your classroom? How?
- Was this course worth your time?
- Did it meet your expectations?
- How might it be improved?
- Would you recommend it to others?
- Do you have a quote ETV can use to promote its Education Services?

Here are a few answers to the above questions from the class at ETV, June 10-14, 2013, team taught by Debbie Jarrett and Donna Thompson.

Do you have a comment ETV can use to promote its Education Services?

- This course was one of the most enjoyable learning experiences I've had in a long time. Much thanks to ETV for the valuable instruction!
- The techie teacher is a better Teacher
- Without ETV, where would education be?
- Congratulation Donna and Debbie!! Your class was awesome and something ETV should be very proud of to be able to say was taught and produced by you two wonderful teachers, educators and friends. You are outstanding ambassadors for ETV and I am glad to have had the opportunity to work with you this week!! You are very much appreciated!!
- ETV supports students in numerous ways, including providing training for teachers so that they can incorporate relevant technology into the classroom.
- This class gave me the confidence I needed to implement new tools in my classroom. The tools I have learned this week will make my classes much more exciting for my students. Thank you for giving me tools to make me a better teacher.
- After taking the ETV educational technology class, I feel more confident and excited about using a variety of new and innovative technology in my classroom!
- I attended a 4 room country school with an outhouse. I remember looking at the moon before man ever walked on it. I remember my father pointing out Sputnik crossing over in the night sky. To think all these options are available for us as classroom teachers for the students of today is mind-blowing to me. Connecting to people around the world with these tiny machines changes how we relate to everything. I hope to see these changes for the betterment of people kind.
- This week was a wonderful invigorating week for me as a teacher and as a student. I am excited about all the new knowledge I acquired and can't wait to share it in the art room.
- Even I can do it!

Training Workshop Survey
2012-2013

Our online participant survey reports the quality of training they receive. Our training process evaluates the training attendees' skill and knowledge levels, as well as their expectations to create training that is useful, and addresses their specific needs. Our ongoing evaluation survey from 149 respondents yielded that last year:

- 92.5% agree the workshop's content will help them perform their jobs
- 93.8% agree they can use our content with their students
- 93.9% strongly agree or agree the content was presented clearly and organized
- 91.9% strongly agree or agree there were a variety of methods shown for implementing workshop content
- 86.3% strongly agree or agree to recommend the workshops to others

Education Workshop Survey

SurveyMonkey

1. Please tell us a little about yourself.

	Response Percent	Response Count
Name (optional)	62.4%	93
District	**100.0%**	**149**
School	**100.0%**	**149**
eMail (optional)	38.9%	58
	answered question	**149**
	skipped question	**0**

2. Date of Workshop

	Response Percent	Response Count
Date:	**100.0%**	**149**
	answered question	**149**
	skipped question	**0**

3. This workshop's content will help me perform my job.

	Response Percent	Response Count
Agree	**92.5%**	**136**
Disagree	1.4%	2
Undecided	4.1%	6
This content is not pertinent to my job duties/position	2.0%	3
answered question		**147**
skipped question		**2**

4. I can use this content with my students.

	Response Percent	Response Count
Agree	**93.8%**	**136**
Disagree	2.1%	3
Undecided	2.8%	4
This content is not applicable to my needs	1.4%	2
answered question		**145**
skipped question		**4**

5. The content was presented clearly and in an organized manner.

	Response Percent	Response Count
Strongly Agree	**60.3%**	**88**
Agree	33.6%	49
Unsure	4.1%	6
Disagree	1.4%	2
Strongly Disagree	0.7%	1
	answered question	**146**
	skipped question	**3**

6. A variety of methods were shown for implementing this workshop's content.

	Response Percent	Response Count
Strongly Agree	**55.8%**	**82**
Agree	36.1%	53
Unsure	4.8%	7
Disagree	2.7%	4
Strongly Disagree	0.7%	1
	answered question	**147**
	skipped question	**2**

7. I would recommend this workshop.

	Response Percent	Response Count
Strongly Agree	**58.2%**	**85**
Agree	28.1%	41
Unsure	11.0%	16
Disagree	1.4%	2
Strongly Disagree	1.4%	2
	answered question	**146**
	skipped question	**3**

Pre and Post-Course Survey Reports from *Raising Readers: Preparing Preschoolers for Success* Lexington #4 Early Childhood Teaching Assistants and Community Partners

PRE AND POST-COURSE SURVEY REPORTS FROM
RAISING READERS: PREPARING PRESCHOOLERS FOR SUCCESS
LEXINGTON #4 EARLY CHILDHOOD
TEACHING ASSISTANTS AND COMMUNITY PARTNERS

Course Content:

- 85% of the post-course respondents considered themselves 'knowledgeable' or 'very knowledgeable' about the course content versus zero of the pre-course respondents who considered themselves 'very knowledgeable'
- 97% of the post-course respondents agreed the course provided them with content knowledge they can apply to their instruction
- 97% of the post-course respondents said they had incorporated content knowledge from the course into their teaching practice

Instructional Strategies:

- 79% of the post-course respondents considered themselves 'very knowledgeable' or 'knowledgeable' about the instructional strategies addressed in the course compared to zero of the pre-course respondents who considered themselves as such in the pre-course survey
- 94% of the post-course respondents agreed the course provided them with instructional strategies they can apply to their instruction
- 85% of the post-course respondents said they had already incorporated instructional strategies from the course into their teaching practice

Other:

- 84% of the post-course respondents agreed their students' academic performance will benefit per their course participation
- 94% of the post-course respondents would recommend the course to a colleague

Quotes from the course learners per the post-course survey:

How likely are you to recommend this course to a colleague?

- This course has given me a great understanding of how we can prepare young children for proficiency in reading.
- This course provides a lot of wonderful tools and activities to use in the classroom. It would benefit the students and the care-givers greatly!
- I learned SO much!! I was encouraged that I was already doing some of the stuff in this course but I also had so much to learn. I will definitely be incorporating more of this into our teaching plan.

- I feel that this course offers a wealth of information and great ideas for implementing it in the classroom.
- This course is pertinent for all age adults who are involved with children in any way. The knowledge of child development, language development, and computer games and videos is important to children's self esteem and cognitive development.

What did you like most about your PBS TeacherLine course?

- The positive and informative information that I can definitely apply to our classroom!
- Discussion Board, readings to deepen knowledge
- Games were impressive.
- Getting to know others who were taking the course and their feedback on the topics.
- It gave me confidence when I learned about a technique that I am already using in the classroom and excited to learn new ones. Also, it had a lot of fun, interactive assignments.
- The ability to take a quality Professional Development course without sacrificing time with my family.
- The apps on iPad for children to use the games we explored that will also help our children.
- The new teaching strategies I learned. Especially the websites!

National Research and Evaluation of PBS Kids and Literacy and PBS TeacherLine

Ten Facts about PBS Kids

National Research and Evaluation of PBS Kids and Literacy and PBS TeacherLine

With the U.S. Department of Education's interest in teacher quality and in linking practice to student outcomes, organizations that provide teacher professional development are expected to demonstrate the effectiveness of their approach and products. PBS TeacherLine presents scientifically based evidence of students' learning outcomes.

Research Partners
Hezel Partners<http://www.hezel.com/>

Hezel Associates, PBS TeacherLine's external evaluator, implemented an evaluation strategy that employs a mix of quantitative and qualitative methods, including an experimental study, an expert review, a content analysis, and pre- and post-participation surveys.

The evaluation of PBS TeacherLine's next-generation services combine intensive studies of its integration within local teacher professional development efforts at multiple levels, with analyses derived through scientifically-based experimental research that meets What Works Clearinghouse standards. The research design strengthens PBS's ability to transform professional development by addressing foundational issues surrounding teacher professional development.

A link to data on PBS Kids and Literacy can be found at:

http://valuepbs.org/assets/docs/PBS_RaisingReaders.pdf

Links to TeacherLine data can be found at:

http://www.cblohm.com/wp-content/uploads/2011/12/Executive-Summary_Hezel_Sept2011_V2.pdf

http://www.pbs.org/teacherline/research/

10 FACTS ABOUT PBS KIDS

IN A YEAR,

31.6 MILLION

CHILDREN AGES 2–11 IN AMERICA WATCH PBS

77%

OF ALL KIDS

PBS KIDS IS THE #1 EDUCATIONAL MEDIA BRAND

PBS KIDS	NICK	DISNEY	NICK JR
25%	7%	6%	6%

PBS KIDS' PRESCHOOL VIDEO PLAYER IS THE #1 SOURCE OF CHILDREN'S VIDEO ONLINE

360

LOCALLY OWNED & OPERATED PBS STATIONS SERVING AMERICA'S CHILDREN

OVER

11 MILLION

KIDS VISIT PBSKIDS.ORG EACH MONTH

PBS IS THE **#1** SOURCE OF MEDIA CONTENT FOR PRE-SCHOOL TEACHERS

PBS KIDS PROGRAMS HAVE BEEN #1 IN EMMY AWARDS FOR 13 YEARS

* SIXTEEN IN 2010

KIDS WHO WATCHED SUPER WHY! SCORED **46% HIGHER** ON STANDARDIZED TESTS THAN THOSE WHO DIDN'T

a b c d

KIDS WHO PLAYED THE MARTHA SPEAKS APP FOR TWO WEEKS HAD A 31% GAIN IN VOCABULARY TESTED

31%

PBS KIDS OFFERS

7 LITERACY SERIES & **11** SCIENCE & MATH SERIES

FOR MORE INFORMATION, VISIT PBS.ORG/ABOUT/PBSKIDS, OR FOLLOW PBS KIDS ON TWITTER AND FACEBOOK.

ETV Streamline SC
Conferences, Workshops and Presentations by School District
July 1, 2012-June 30, 2013

ETV K-12 Web Metrics
July 1, 2012-June 30,2013

etvStreamlineSC

Streamline Conferences, Workshops and Presentations By School District

07/01/2012 to 06/30/2013

School District	Date	Event Name	Presentation	Workshop	Booth	Sessions
Adult Ed	1/11/2013	Region 1 Adult Ed	0	28	0	2
Aiken	7/31/2012	Aiken Elementary	0	2	0	1
Aiken	11/28/2012	North Augusta High	0	13	0	1
Aiken	3/1/2013	Aiken Tech Fest	107	0	0	3
Allendale	6/11/2013	Allendale Teacher Institute	0	186	0	12
Anderson 1	9/24/2012	Anderson 1	0	30	0	2
Anderson 1	10/30/2012	West Pelzer Elementary	9	0	0	1
Anderson 1	11/29/2012	Powdersville Middle	0	15	0	1
Anderson 2	9/17/2012	Honea Path Middle School	19	0	0	4
Anderson 2	3/12/2013	Belton Honea Path High	42	0	0	4
Anderson 3	8/14/2012	Anderson 3	0	30	0	2
Anderson 5	5/22/2013	News Shows and iPad	0	34	0	2
Bamberg 1	8/13/2012	ETV Resources and Media Specia	0	22	0	2
Barnwell 29	11/29/2012	Vbrick with Media Specialists	0	5	0	1
Beaufort	7/20/2012	Beaufort County Summer Institute	0	42	0	3
Beaufort	10/1/2012	Prichardville Elementary	36	0	0	6
Beaufort	11/7/2012	Hilton Head Island High	34	0	0	4
Beaufort	1/25/2013	Beaufort County Tech Coaches	0	16	0	1
Beaufort	2/11/2013	Beaufort County Media Specialists	0	18	0	1
Beaufort	2/12/2013	Hilton Head Middle School	32	0	0	4
Beaufort	2/13/2013	Hilton Head School for Creative Ar	25	0	0	5
Beaufort	2/14/2013	Hilton Head IB Elementary	26	0	0	5
Beaufort	2/27/2013	MC Riley Elementary	42	0	0	6
Beaufort	3/25/2013	Hilton Head School for Creative Ar	28	0	0	5
Beaufort	4/22/2013	Battery Creek High	15	0	0	4
Beaufort	4/23/2013	Whale Branch Middle	27	0	0	4
Beaufort	4/24/2013	Whale Branch High	28	0	0	4
Beaufort	4/25/2013	Robert Smalls Middle	16	0	0	2
Beaufort	5/6/2013	McCracken Middle School	16	0	0	3
Beaufort	6/19/2013	Beaufort Summer Institute	0	75	0	5
Berkeley	10/22/2012	Cainhoy	0	22	0	1
Charleston	8/19/2012	First Day of School Event	0	0	300	0
Charleston	2/26/2013	Mt. Pleasant Academy	15	0	0	1
Darlington	11/5/2012	Darlington Teacher Work Day	0	76	0	3
Dillon	7/30/2012	Dillon Vbrick	0	4	0	1

School District	Date	Event Name	Presentation	Workshop	Booth	Sessions
Dorchester 4	6/5/2013	Dorchester	0	17	0	1
Fairfield	7/25/2012	Fairfield County	0	8	0	1
Fairfield	9/12/2012	Fairfield County	0	13	0	1
Fairfield	10/25/2012	Fairfield County	0	12	0	1
Fairfield	11/15/2012	Fairfield County Media Specialists	8	0	0	1
Fairfield	1/17/2013	Fairfield Vbrick	0	12	0	1
Fairfield	1/23/2013	Fairfield County	0	9	0	1
Fairfield	1/23/2013	Fairfield High	0	1	0	1
Fairfield	6/24/2013	ETV Week Long PD	0	108	0	4
Florence 1	7/16/2012	ETV PD 4 Day Florence	0	10	0	4
Florence 1	2/28/2013	Florence 1 Media Specialists	0	15	0	1
Florence 1	3/21/2013	News Shows Florence 1	0	3	0	3
Florence 1	4/15/2013	News Show	0	1	0	1
Florence 4	3/20/2013	Florence 4	0	46	0	2
Georgetown	10/16/2012	Waccamaw Primary	0	23	0	1
Georgetown	1/10/2013	Georgetown High Movie Maker	0	49	0	4
Georgetown	2/5/2013	Andrews Elementary	34	0	0	1
Georgetown	4/19/2013	Pleasant Hill Elementary	12	0	0	2
Greenville	7/9/2012	Greenville Summer Academy	0	127	0	6
Greenville	8/21/2012	Greenville County Alternative Sch	0	23	0	1
Greenville	10/3/2012	Summit Drive Elementary	0	22	0	1
Greenville	10/3/2012	Greenville Adult Ed	0	12	0	1
Greenville	10/4/2012	Slater Marietta Elementary	26	0	0	1
Greenville	11/19/2012	Heritage Elementary	0	23	0	1
Greenwood 50	11/13/2012	Greenwood 50 Media Specialists	10	0	0	1
Greenwood 50	6/17/2013	ETV Week Long PD	0	60	0	5
Greenwood 52	3/22/2013	Vbrick	0	7	0	1
Hampton 1	1/18/2013	Hampton 1	0	13	0	1
Higher Ed	8/28/2012	Winthrop University	0	46	0	2
Higher Ed	9/6/2012	Winthrop University	0	61	0	2
Higher Ed	9/10/2012	Winthrop University	0	32	0	1
Higher Ed	9/12/2012	USC	0	23	0	1
Higher Ed	9/13/2012	USC Aiken	0	13	0	1
Higher Ed	9/13/2012	Convere College	0	17	0	1
Higher Ed	9/13/2012	Coastal Carolina University	0	27	0	2
Higher Ed	9/18/2012	Charleston Southern	0	15	0	1
Higher Ed	9/24/2012	Technical Colleges Conference	0	17	350	1
Higher Ed	9/25/2012	USC Upstate	0	32	0	1
Higher Ed	9/25/2012	USC	23	0	0	1
Higher Ed	9/27/2012	Charleston Southern	0	30	0	1

School District	Date	Event Name	Presentation	Workshop	Booth	Sessions
Higher Ed	10/4/2012	USC	0	55	0	3
Higher Ed	10/9/2012	USC	0	10	0	1
Higher Ed	10/15/2012	USC	0	14	0	1
Higher Ed	10/15/2012	USC SS Teachers Class	0	15	0	1
Higher Ed	10/18/2012	USC	50	0	0	2
Higher Ed	10/29/2012	Winthrop University	0	25	0	1
Higher Ed	10/31/2012	USC	0	18	0	1
Higher Ed	11/5/2012	Converse College	12	0	0	1
Higher Ed	11/13/2012	Coastal Carolina	0	77	0	4
Higher Ed	1/8/2013	Wofford College	0	8	0	1
Higher Ed	1/14/2013	Furman	0	12	0	1
Higher Ed	1/15/2013	Winthrop University	0	46	0	2
Higher Ed	1/22/2013	Coastal Carolina	0	10	0	1
Higher Ed	2/11/2013	USC Beaufort	0	27	0	1
Higher Ed	2/26/2013	Charleston Southern	0	20	0	1
Higher Ed	2/28/2013	USC	0	40	0	2
Higher Ed	3/14/2013	Bob Jones University	0	72	0	3
Higher Ed	3/18/2013	Columbia College	0	14	0	1
Higher Ed	3/19/2013	Winthrop University	0	46	0	2
Higher Ed	4/2/2013	Winthrop University	0	42	0	2
Higher Ed	4/3/2013	USC Upstate Student Education A	33	0	0	1
Higher Ed	4/16/2013	Coastal Carolina	0	75	0	4
Higher Ed	6/6/2013	USC Science MAT Students	0	13	0	1
Homeschool	12/5/2012	Fort Mill Homeschool Group	0	8	0	1
Horry	9/14/2012	Streamline Admin	0	1	0	1
Horry	3/27/2013	Horry County Tech Expo	0	0	300	1
Horry & Georgetow	2/18/2013	Career Specialists-Horry and Geor	18	0	0	1
Jasper	1/10/2013	Jasper County	0	47	0	2
Jasper	2/15/2013	Ridgeland Elementary	0	22	0	2
Kershaw	11/28/2012	News Shows Kershaw	0	4	0	2
Kershaw	11/30/2012	News Shows Kershaw	0	3	0	1
Laurens	8/30/2012	Laurens County Reading Council	24	0	0	1
Lex/Rich 5	8/16/2012	Lexington 5 SS Teachers	0	34	0	2
Lex/Rich 5	11/5/2012	Lexington 5 SS Teachers	0	63	0	4
Lex/Rich 5	2/18/2013	Teaching Assistants	0	31	0	1
Lexington	3/8/2013	Midlands Middle College	0	8	0	1
Lexington 1	9/18/2012	Gilbert High School	56	0	0	4
Lexington 1	11/20/2012	Pelion High	0	51	0	4
Lexington 1	3/12/2013	News Show	0	1	0	1
Lexington 2	8/7/2012	Digital Stories	0	7	0	1

School District	Date	Event Name	Presentation	Workshop	Booth	Sessions
Lexington 2	8/8/2012	ETV Does That?	0	12	0	1
Lexington 2	8/31/2012	Davis Early Childhood Elementary	0	2	0	1
Lexington 2	10/9/2012	Congaree Elementary	0	0	0	1
Lexington 2	10/16/2012	Langford Elementary	0	26	0	2
Lexington 2	11/8/2012	Lexington 2 Media Specialists	19	0	0	1
Lexington/Richland	7/10/2012	Arrows Academy	0	12	0	1
Newberry	1/24/2013	Newberry Reading Council	32	0	0	1
Oconee	9/26/2012	Walhalla Elementary	0	40	0	1
Orangeburg 3	8/17/2012	Vance Providence Elementary	0	26	0	1
Orangeburg 3	9/25/2012	Vance Providence Elementary	0	16	0	1
Orangeburg 5	10/5/2012	News Show	0	1	0	1
Orangeburg 5	6/24/2013	ETV Week Long PD	0	44	0	4
Pickens	8/8/2012	Pickens County	0	26	0	2
Piedmont Area	10/8/2012	Olde English Consortium	0	6	0	1
Private-Charleston	8/17/2012	Lowcountry University School	0	12	0	1
Private-Darlington	8/14/2012	Trinity Byrnes Collegiate School	0	19	0	1
Private-Manning	8/3/2012	Laurence Academy	0	4	0	2
Private-Richland	8/10/2012	Sandhills School	0	14	0	1
Private-Richland	9/7/2012	Sandhills School	0	15	0	1
Private-Richland	1/2/2013	Sandhills School	0	14	0	1
Private-Spartanburg	8/17/2012	Spartanburg Christian Academy	0	21	0	4
Private-Spartanburg	1/14/2013	St. Paul the Apostle Catholic Scho	0	17	0	1
Private-Statewide	11/2/2012	SCISA (Private Schools)1	15	0	200	2
Richland 1	7/11/2012	Richland 1 Summer Workshops	0	30	0	3
Richland 1	10/5/2012	Richland 1 Adult Ed	0	15	0	1
Richland 1	10/19/2012	Richland 1 - PE + Health	0	37	0	2
Richland 2	8/20/2012	Richland 2 ITS	0	38	0	1
Richland 2	11/14/2012	Kelly Mill Middle Career Day	0	0	0	1
Richland 2	11/16/2012	Dent Middle Career Day	0	0	0	1
Richland 2	11/26/2012	Joseph Keels Elementary	37	0	0	7
Richland 2	12/4/2012	Westwood High School	48	0	0	4
Richland 2	12/13/2012	Blythewood High School	67	0	0	4
Rock Hill	10/25/2012	Student Engagement Conference	0	98	0	3
Rock Hill	2/4/2013	Rock Hill New Teachers	43	0	0	1
Saluda	11/1/2012	Media Specialists-Vbrick, Streamli	0	14	0	2
Spartanburb 7	6/17/2013	ETV Week Long PD	0	25	0	5
Spartanburg 2	7/30/2012	ETV PD Week Spartanburg 2	0	12	0	4
Spartanburg 2	12/3/2012	Spartanburg 2 Media Specialists	13	0	0	1
Spartanburg 2	2/7/2013	iPads in Spartanburg	0	30	0	1
Spartanburg 3	3/19/2013	News Show Cannons Elementary	0	1	0	1

School District	Date	Event Name	Presentation	Workshop	Booth	Sessions
Spartanburg 5	4/27/2013	Spartanburg 5	0	18	0	1
Spartanburg 5	6/3/2013	ETV Week Long PD	0	35	0	5
Spartanburg 6	12/12/2012	Fairforest Elementary	34	0	0	1
Spartanburg 6	6/3/2013	ETV Week Long PD	0	75	0	5
Spartanburg 7	8/15/2012	7 Shares	0	87	0	4
Spartanburg 7	8/16/2012	Vbrick	0	2	0	1
Special	12/5/2012	SC Governor's School for Math &	0	5	0	1
Statewide	7/16/2012	Adult Ed Summer Academy	0	49	0	3
Statewide	8/7/2012	STEM Conference	0	0	200	0
Statewide	8/23/2012	Adult Ed	65	0	0	1
Statewide	9/17/2012	After School Alliance	0	48	200	2
Statewide	9/27/2012	SC SS Conference	10	0	300	1
Statewide	10/11/2012	Math Conference	0	0	400	0
Statewide	10/24/2012	Ed Tech Conference	0	0	800	0
Statewide	12/4/2012	Blue Ribbon Conference	0	12	300	2
Statewide	2/8/2013	ETV and Richland 1 Conference	353	0	0	33
Statewide	2/21/2013	SCIRA (Reading)	0	0	400	0
Statewide	2/21/2013	School Boards Conference	6	0	575	1
Statewide	3/1/2013	SC Middle School Conference	23	0	500	1
Statewide	3/1/2013	Catholic Schools Conference	48	0	500	1
Statewide	3/6/2013	SCASL (Librarians)	127	0	600	4
Statewide	3/14/2013	Adult Ed Tech Conf	14	0	300	1
Statewide	4/22/2013	Charter Schools Conference	0	0	350	0
Statewide	6/10/2013	ETV Week Long PD	0	125	0	5
Statewide	6/17/2013	SCASA (Administrators)	0	0	1800	0
Statewide	6/23/2013	Education Business Summit	100	0	1000	2
Statewide-Adult Ed	2/15/2013	SC Adult Ed	0	5	0	1
Sumter	9/21/2012	Sumter Media Specialists	0	35	0	1
Sumter	3/26/2013	Vbrick	0	1	0	1
Union	8/29/2012	Foster Park Elementary	25	0	0	6
Union	9/5/2012	Foster Park Elementary	0	26	0	1
Union	9/26/2012	Monarch Elementary	0	28	0	1
Union	10/24/2012	Monarch Elemenatary	0	32	0	1
Union	11/14/2012	Monarch Elementary	0	36	0	1
Union	1/23/2013	Foster Park Elementary	0	37	0	1
Union	2/6/2013	Monarch Elementary	28	0	0	1
Union	2/18/2013	Union County Music & Art Teache	23	0	0	1
Williamsburg	8/9/2012	Williamsburg Media Specialists/C	0	23	0	2
Williston	9/19/2012	Williston	13	0	0	1
York	10/8/2012	York Technology Day	0	62	0	4

School District	Date	Event Name	Presentation	Workshop	Booth	Sessions
		Grand Total:	1966	3832	9375	412

ETV K-12 Web Metrics July 1, 2012-June 30, 2013

Name	Visits	Page Views	Unique Visitors
Knowitall Portal Pages (found under UA-1677249-12)			
Knowitall	117,107	280,561	73,619
Knowitall Websites (under the Knowitall Portal UA-1677249-2; no individual profiles)			
Edmates South Carolina	33	282	
La Ropa Sucia	417	2,003	
Lexington County Courthouse	28	22	
NASA	467	1,330	
Sandlapper	731	1,880	
Tuskeegee Airman	10,867	26,852	
Knowitall Websites (with individal profiles under - UA-1677249-2)			
Artopia	70,527	736,608	51,983
Career Aisle	64,876	505,039	45,430
Carolinana Collections	745	1,746	564
Educator Plus	6,429	12,860	5,423
Generations of Heroes	1,737	3,974	1,284
Gullah Music	33,500	86,750	19,997
Gullah Net	64,133	288,536	41,670
Gullah Tales	31,509	64,396	19,465
Knowitall Healthy	3,494	12,706	2,874
SC History Slide Set	2,973	4,329	2,173
Hobby Shop	29,480	215,513	20,001
Instant Replay	6,855	13,000	4,161
Keep it Real	2,803	12,135	1,948
Kids Work	2,263	13,483	1,769
The Last Auction	739	829	548
Let's Go!	8,574	143,658	6,133
Mosaic 2008	123	136	68
A Natural State	43,655	457,587	35,564
Nuestro Futuro	1,705	5,911	971
Periscope	7,826	18,111	6,099
Road Trip	11,985	95,290	9,559
SC Life	11,848	43,548	8,286
Teen Survival Week	296	1,171	228
Web of Water	24,288	46,834	20,965
Digital Traditions	2,702	8,423	2,190
Congareee Swamp Stories	1,454	3,700	1,025

Ready to Vote	1,099	2,441	1,038
RiverVenture	15,590	38,350	11,987
Teaching American History in SC	258,743	397,566	218,585
NatureSceneSE	1,051	8,718	747
Pee Dee Explorer	5,845	11,379	5,219
Totals	848,497	3,567,657	621,573

What Others Are Saying

ETV Education Flyer

ETV Education and Engagement Pipeline

WHAT OTHER PEOPLE ARE SAYING

"I use many services that PBS and SCETV offer. With the emphasis on STEM, I wrote a unit on Engineering for elementary students. It is based on PBS' *Building Big*. The students have research and labs in that one site. I enjoy the hands on learning activities I have found on the site and it does a wonderful job of teaching the physics of structures to the elementary student. PBS' *Design, Squad Nation* offers good video explanations of both truss and suspension bridges that help to teach the concepts of tension and compression as well."
Lynn Dempsey, Lexington #1 Teacher and National Award Winner of the PBS 2012 Teacher Innovator Award

"I just finished a class last week at ETV that was wonderful and wanted to be sure I passed on the information to all of you that might need a class this summer for recertification and or your computer credits. I would highly recommend anyone needing a class to consider this class. I especially would suggest that teachers who enjoy technology and learning about so many different programs such as Photo story, Movie Makers and many more along with more about apps for the I-pad to consider the class. It is an outstanding class for anyone and everyone."
David Santiago, Chapin Bands, Chapin Middle School

"I am a native South Carolinian and former educator. I am amazed that SC is such a leader in the field of student educational aids for teachers. Are you aware of the onsite training for teachers conducted by ETV...training on how to use the site and how parents can help their children? Children learn through multiple disciplines, and I feel there is an enormous amount through StreamlineSC." (I wrote to all Senators and Representatives in SC General Assembly.)
Ann Edwards, former First Lady of South Carolina

"I feel this course was very effective in enhancing my knowledge of teaching reading and writing. I haven't taught 3rd-5th grade in 4 years, so this was a perfect refresher before moving back to this group of learners. I plan on using many of the strategies that were modeled in the videos. The majority of my students IEPs have goals that revolve around building comprehension, writing, reading for meaning and understanding, and summarizing, so those lessons were the most helpful for me. I plan on taking more courses through ETV in the near future. This was a wonderful experience."
Teacher who took ETV's *Teaching Reading: 3-5*

"I came from a middle school special education background and am now teaching in an intermediate school to students with learning disabilities. I learned so much that I really will be applying with my younger students. I feel enlightened. I have already recommended this course to others. They can see how excited I am about what I learned."
Teacher who completed ETV's *Teaching Reading, K-2: A Library of Classroom Practices*

"The partnership with ETV gave us the opportunity to seek out some of the other organizations in the community--churches, the day care centers. We were able to invite them to participate with our instructional assistants in taking the *Raising Readers: Preparing Preschoolers for Success* course. There's a lot of excitement around Lexington #4 about the community working together with the school, churches, and other organizations. We're delighted to be able to partner with ETV and they've been a great support to us. We live in a rural community; we don't have some of the resources that people who live in the city do, so our partnership with ETV has been very important to us and one we hope to continue."
Lillian Atkins, Principal from Lexington #4 Early Childhood Center

(for ETV's Common Core web site) " I just wanted to pass on that our Superintendent – Dr. Frank Morgan – is very impressed with the ETV Common Core Edmodo site. It is going to be a strong resource for our district's transition to the Common Core State Standards, and I wanted to pass on our appreciation of ETV's efforts to support districts through this process. Thank you!"
Julie Putnam, Webmaster/Multimedia Coordinator, Kershaw County School District

(for StreamlineSC) "I am a homebound teacher and you asked how I would use this with my students. I had an 8th grade student whose English teacher was teaching Edgar Allan Poe. We watched several videos about his life so she could do a power point presentation about his childhood, education, and major works. We also watched videos about South Carolina - growing indigo, rice production, etc. This is really helpful for the students who cannot be in class to see the videos that the class is watching. I cannot tell you how much I appreciate the great selection that you have available on that site. I check all the time to see if there is something that would help my students."
Homebound Teacher

(for StreamlineSC) "Schools should enlist the help of ETV Education Services for professional development. The content is relevant, the instructors are knowledgeable and best of all, the services are free!"
Gedie Hagins, North Elementary School, Lancaster School District

(for StreamlineSC) "This is my 16th year of teaching, and *Video for the Classroom* is the most useful continuing education course I have ever taken. I can honestly say that the practical knowledge that I have gained during this course can be implemented in my instruction tomorrow. This course will make a positive difference for our students."
Adrianne Langley, Buford Middle School, Lancaster School District

(for Knowitall) "Teachers frequently tell us that *Artopia* is the only place on the web where they can see video of actual musician playing and demonstrating their instruments.
South Carolina Philharmonic Education Staff

"The *Connecting with the Arts: A Teaching Practices Library, Grades 6-8* course more than met my expectations and was very effective in enhancing my knowledge on the subject. The course

shows how beneficial it is to teach students through different subjects because all students learn and retain information differently."
Susie Bordon, Dance Teacher at Gregg Middle School in Dorchester School District 2

"The *Science in Focus: Force and Motion* course gave me appropriate content for what I needed. I liked that it addressed all grade levels so, no matter what grade I was teaching, there was something I could take away from these lessons and apply to my classroom. I liked that the experiments conducted included easily obtainable materials. I would recommend this course, especially if a teacher feels like this is a weaker area of their content knowledge. It was presented in such a way that it was easy to understand and apply."
Debbie Nyvall, Science and STEM/PBL Teacher at Riverside Middle School in Pendleton

(Commenting about the *Write in the Middle: Workshop for Middle School Teachers, Grades 5-8* course) "Being able to get the same type information with real examples demonstrated in the comfort of my home and on my schedule was very key to my decision to look for other ETV classes to take. The presenters were quite knowledgeable about their content and provided me several strategies I will use in my class."
Cynthia Powell, Teacher at DuBose Middle School in Dorchester School District 2

(Commenting about the *SC Chronicles IV: Civil War* course) "Outstanding course for the person interested in learning about the Civil War in SC. While I am an avid reader of the Civil War, some of the programs in this series with the re-enactments added to my understanding of the Civil War in our state. There is no better or more enjoyable way to get recertification credit than the SCETV courses."
Franklin Ward, Teacher Richland School District Two

General Comments

SC Chronicles Series:
"I plan to use the videos and other resources I learned about while taking the *SC Chronicles* course to enhance my students' knowledge of South Carolina and I will also share these resources with other teachers in my district."

"I would definitely recommend Series V in the Chronicles courses to any educator who has an interest in history, art, people, and traditions of South Carolina. The cross-curricular characteristics of this course allow an educator to pick the specific characteristics that will be most helpful and appropriate for his or her classroom."

The Arts in Every Classroom, K-5:
"*Arts in Every Classroom, K-5* was my first online course and I very much enjoyed the experience. The content and structure of the course was great and the work required was right in line with the content. I really liked how in the video lessons the information was first given to the group of teachers/ administrators and then shown in classroom settings. The most helpful aspects

to me were the assessment strategies, creating multi-arts performances and the general idea of collaboration and the steps necessary to be successful".

Teaching Reading: K-2 Workshop:
"The *Teaching Reading: K-2 Workshop* course surpassed my expectations in terms of content. I loved watching the videos of master teachers! I learned so much and also loved the fact that many of the classrooms in the videos had English Language Learners, special needs children and multi-age settings. This course was very effective in enhancing my knowledge of the teaching of literacy. It was hands-down the most beneficial professional development training I have had in 21 years as a teacher! I thoroughly enjoyed this course."

Mathematics: What's the Big Idea? Grades K-8:
"With the introduction of Common Core Standards, patterns were actually one of our daily math requirements. The *Mathematics: What's the Big Idea? Grades K-8* video lessons were full of information that I could use for the upcoming school year! Like was shown in the videos, I would like to extend the journal activities into sharing time where the students communicates a strategy to the class and I also would like to implement cooperative groups. In these video lessons, it was very encouraging to see young students working effectively in a group."

Civil Rights/Socail Justice Summit
"The way ETV has put it together and the way you have involved community partners like us and the other schools is truly fantastic."
Dr. Alexander Gorelik, Benedict College, Community Partner

"Just talking to three of the students today and hearing them describe what it meant to them to have knowledge and to have put a face on civil rights leaders and struggles and achievements changed the way they are interpreting South Carolina history, which is no small thing. It's a model for creating critical literacy in classrooms and among these individual students - it's a model for teachers to see. Having students understand just what it means to be able to come to SCETV and work with professionals is huge. Even if the number is relatively small, the impact that it has beyond that is very, very great.
Dixie Goswami, Write/Right to Change, Clemson University Community Partner, Funder

Creating Video in the Classroom (3 hour/60 renewal credit course)
"This is the first tech class I've been in where the information WAS NOT subject specific. I feel EVERY TEACHER from K-12 and any subject would walk away from this class ready to use the information for students!
Alicia Houck, Greenwood 50

etv education

CONTENT

ETV creates and acquires critical resources to support instructional needs for all South Carolina students, teachers and administrators--public, private, home schools and higher institution teaching degree programs

- Interactive K-12 content in all curriculum areas, especially content unique to South Carolina
- Professional Development for teachers, staff and administrators
- Recertification for educators

INFRASTRUCTURE

Provides cost effective, accountable statewide delivery of content that serves every student and educator in South Carolina

- Web Delivery
  - -StreamlineSC and PBS LearningMedia--educational resources on-demand, i.e. video, lesson plans, images
  - -Knowitall.org--collection of interactive, animation and gaming sites
  - -Media Share--content sharing between educators within and across districts
  - -PBS Kids--mobile apps and games proven to improve PreK-3 literacy skills
  - -Common core standards social media site for teachers through Edmodo.com
- TV and Radio--statewide broadcasts on ETV and South Carolina Channel
- District IP media delivery systems--hosting content and streaming live programs with the school's computer network

ENGAGEMENT

Connects with educators, staff and administrators

- Hands-on and online training to districts (local and statewide, in-person instruction)
- Conference presentations, exhibits and workshops
- Customer Service for all educational resources
- Education outreach from PBS and local ETV programming
- DES (Digital Educational Services)--district personnel marketing, recording and facilitating ETV content within each respective school district

COMMUNICATION

Reports relevant critical educational issues to citizens of South Carolina

- ETV Local Programs--In Our Schools (TV), Speaking of Schools (Radio)
- SCETV.org, E-newsletters, ETV SCENE members guide
- Communicate critical information directly to education professionals
- Web announcements via homepages and list serves--ETV Learn, StreamlineSC, Knowitall.org, DES

FOR MORE INFORMATION: contact 800-277-3245 or online at www.scetv.org/learn

OnePlaceSC.org

PBS KIDS

Speaking of Schools

Knowitall.org

PBS Teacherline Southeast

etvStreamlineSC

Education and Engagement Pipeline

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: South Carolina Youth Challenge

Current Fiscal Year: **2013-14**

Current EIA Appropriation: **$1,000,000**

Name of Person Completing Survey and to whom EOC members may request additional information: Jackie R. Fogle

Mailing Address: **McCrady Training Center**

5471 Leesburg Road

Eastover, SC 29044

Telephone Number: 803-331-6675

E-mail: **foglej@tag.scmd.state.sc.us**

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

__ was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

_X__ Other – This is a program for high School Dropouts administered by National Guard Bureau.

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Regulation(s): NGR 5-1, Youth Challenge Cooperative Agreement

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

__X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The primary mission of the South Carolina Youth Challenge Academy is to intervene in the life of at-risk youth between 16 and 18 years of age and to produce a program graduate with the values, skills, education, and self-discipline to succeed as an adult.

Our annual mission is to graduate enough cadets to reach our target graduation rate of successful cadets who have earned a GED or High School diploma.

Our long term mission of the program is for the cadets to be affected by Youth Challenge in such a way that they become more successful and career driven adults, whether it be in finding a job, going to college, or joining the military.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

1.Youth ChalleNGe hired a marketing firm to launch a state-wide recruiting campaign. The campaign included television and radio commercials, billboards and direct mailings in hopes of making Youth ChalleNGe's name known state-wide. The increased awareness of a program such as our would ensure reaching and somewhat exceeding out recruitment and graduation targets.

2. Cameras were installed in the cadets' barracks to assist in the proper supervision of the cadets.

3. Training was provided to all staff, old and new, pertaining to gangs and bullying.

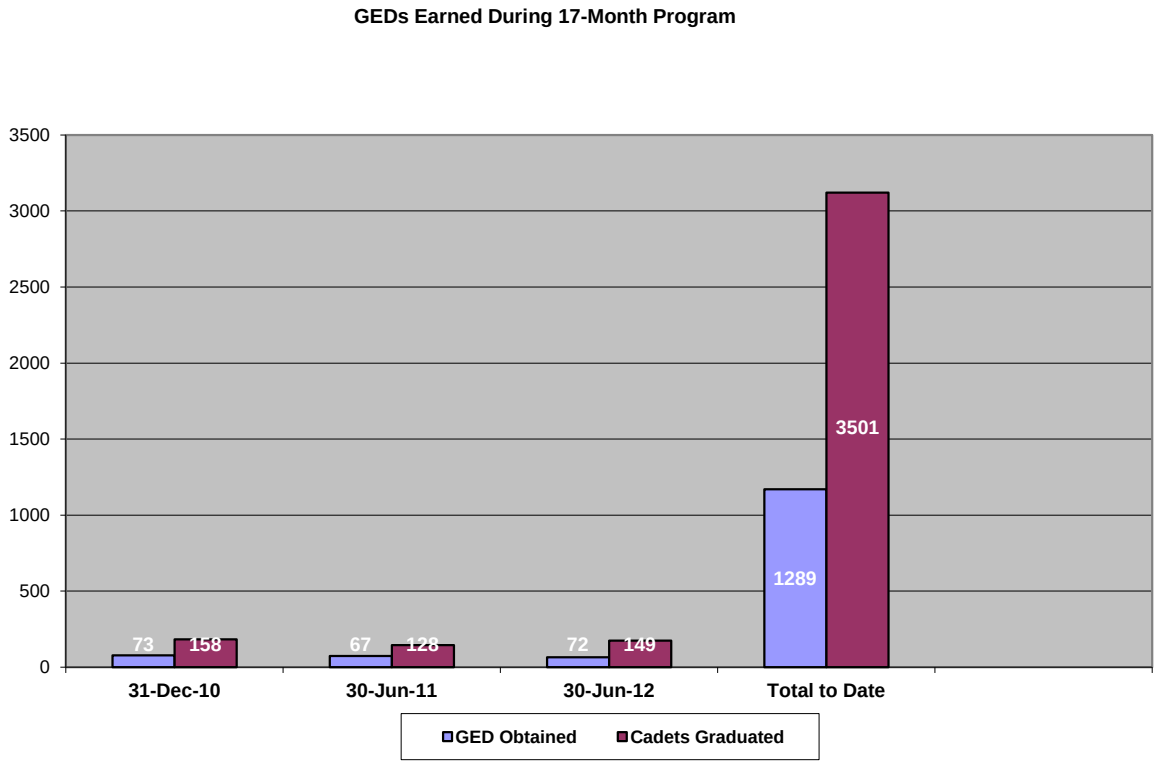
Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

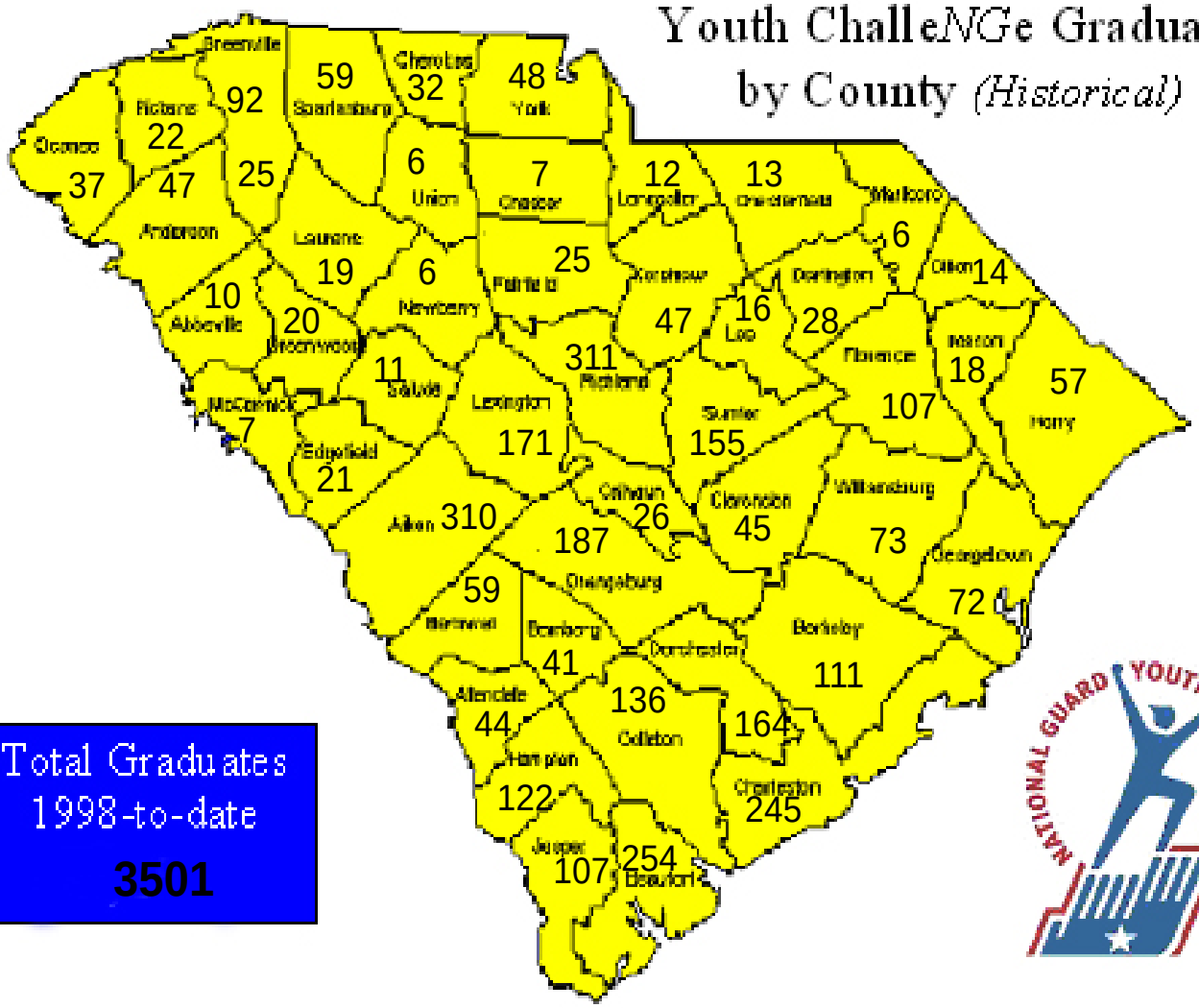
If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

The South Carolina National Guard Youth ChalleNGe Program was in its 15th year of operation during State Fiscal Year 2012-2013. A class is defined as participation in the full 17-month program.

1. Cadets received training in Public Speaking, participate in Science Club activities,and Literacy Circle activities.
2. Family Day incorporated Career Day activities which included military recruiters, college and university representatives and Workforce Development representatives, Family Literacy and child development education.
3. Delivered Work Keys Training.
4. Continued Tech College-credit class, COL 103 – Developmental Studies.
5. Continued on-site GED testing.
6. Continued driver ed classes
7. We are able to award HS Diplomas and give HS credits.



Youth ChalleNGe Graduates by County *(Historical)*



Total Graduates
1998-to-date
3501

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

We have graduated over 3000 at-risk youth from the State of SC who are now productive citizens. More than half obtained their GED while in the program and many of them received their GED or High School diploma after graduation through adult education with the help of their mentor assigned by the Challenge Academy. This is significant because 100% of the students were High School graduates.

During the residential phase of the program, the average Cadet will achieve a 2 grade increase in reading ability and a slightly higher increase in math. Each cadet is required to perform at least 40 hours of community service. After graduation we continue to work with the Cadets through a mentor.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

21-23 February 2012 – Challenge Operational and Resource Evaluation Visit

Has an evaluation ever been conducted?

___X__Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

__X__Yes

____ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

Potential EIA reductions would cause us to have to let some of our staff go, resulting in a significant decrease in the number of at-risk youth who have the potential to earn a high school education and job skills at the Youth Challenge Academy.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

If we are funded at the current level we would have the capabilities to graduate 200 Cadets per year. This would be possible because we would be able to hire more qualified teachers and supervisory staff. Funding at this level also allows for construction projects to expand classrooms, dining facility, dormitories, and activity/recreational areas as well as provided a stronger budget for outreach and promotional services.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X__ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	1,000,000.00	1,000,000.00
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Federal Match	3,000,000.00	2,800,000.00
Federal Travel	25,000.00	2,000.00
21st Century	74,500.00	
State Non-Match	500,000.00	
Carry Forward from Prior Year		
TOTAL:	**4,599,500.00**	**3,802,000.00**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	1,787,695.22	2,044,833.16
Contractual Services	800,411.46	705,491.09
Supplies & Materials	516,422.84	218,750.00
Fixed Charges	31,483.49	30,000.00
Travel	21,583.91	52,000.00
Equipment	184,369.47	150,925.75
Employer Contributions	532,607.65	600,000.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Construction	664,800.00	
Balance Remaining	60,125.96	
TOTAL:	**4,539,374.04**	**3,802,000.00**
# FTES:		

**Utilities charges are still remaining to be paid from 2012-2013 year which will use remaining balance.

EIA Program Report for Fiscal Year 2013-14

Coversheet

EIA-Funded Program Name: SCAS Parent-School Partnership

Current Fiscal Year: **2013-14**

Current EIA Appropriation: $350,000

Name of Person Completing Survey and to whom EOC members may request additional information:

Kim Thomas

Mailing Address:

806 12th Street, West Columbia, SC 29169

Telephone Number:

803-750-6988 ext. 101

E-mail:

kim@scautism.org

Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

__ was an original initiative of the Education Improvement Act of 1984

_X was created or implemented as part of the Education Accountability Act of 1998

__ has been operational for less than five years

__ was funded last fiscal year by general or other funds

___ is a new program implemented for the first time in the current fiscal year

___ Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SDE-EIA:XI.A.1

Proviso(s): (If applicable. Please make references to the 2013-14 General Appropriation Act, Act 101 of 2013.)

Proviso 1A.38

Regulation(s):

n/a

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program?

___ Yes

_X__ No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

Long Term Mission:

1. To facilitate partnerships between school personnel and the parents of students with autism spectrum disorders.

2. To strengthen mutual respect and understanding between parents and school personnel.

3. To join parents and schools in guiding each child toward knowledge and independence.

Annual Program Goals**:**

GOAL 1: To provide a parent mentor to assist with building a working relationship between the school and the parents. At least 85% of those we work with will report the parent mentor assisted in building this partnership.

GOAL 2: To assist parents in understanding their role as an advocate for their child. At least 85% of parents will report that they have a better understanding of their role as a result of the parent mentor.

GOAL 3: Model behavior for parents to learn how to express their concerns and desires with the school. At least 85% of parents will report that they feel better able to express their concerns and desires as a result of working with a parent mentor.

GOAL 4: To provide information about autism to both the parents and the school. Information will be provided to at least 2,500 people during the fiscal year.

Question 4: In the prior fiscal year, 2012-13, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

If the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The Parent School Partnership program is designed to assist children with autism spectrum disorders to reach their maximum potential in the educational system. Further it is designed to build collaborations between parents and schools, recognizing that each are essential partners in the child's education. SC Autism strives to achieve this by providing:

1. Information and training from a parent's perspective about autism spectrum disorders to families and schools;
2. Providing a parent mentor to assist the family in understanding their role in the Individual Education Team; and
3. Serves as a resource for schools and families.

SC Autism Society worked with 1,432 children with autism spectrum disorders and their families and 49 school districts during the 2012-2013 fiscal year. Parent mentors attended at least one IEP meeting for the majority of these families. At the IEP, our mentors work with families to understand their role as a member of the team and to help them understand the process.

Additionally, we help families learn how to advocate for their child. Our ultimate goal is to have the schools and the families working collaboratively so that the child receives an appropriate education. SCAS provided staff training in the areas of: Developing Educationally Appropriate IEPs, Updates on Individuals with Disabilities and Education Act (IDEA), and Outreach strategies.

Throughout the year, parent mentors will receive resources and training in IEP development and collaboration. Training for professionals and parents on strategies for designing individualized learning programs that can be implemented both at school and home will be provided.

Question 5: In the prior fiscal year, 2012-13, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program?

Examples of program outputs would be: number of teachers attending professional development seminars, participation and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

If you want to provide supporting documents or evaluation reports, either reference a website or email directly to mbarton@eoc.sc.gov.

SC Autism Society parent mentors worked with 1,432 children with an autism spectrum disorder and their families. Mentors assisted the families in understanding the education process and in advocating for their child. The intake data revealed that 27% of our referrals came from schools, 46% from doctors, counselors, or other professionals and 27% from other families.

SC Autism Society worked within 49 School Districts.

SC Autism Society interacted with more than 3,606 personnel.

SC Autism Society provided information about the Parent School Partnership program to thousands of individuals.

Question 6: What are the outcomes or results of this program?
Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

GOAL 1: 100% of those surveyed reported that they believed the parent mentor helped to build a positive working relationship between the school and the parents.
Exceptionally Well – 60% Very Well – 26% Well - 14%

GOAL 2: Of those parents surveyed, 100% reported an increased knowledge as to their understanding of their role as an advocate for their child.
Exceptionally Well – 59% Very Well – 26% Well – 15%

GOAL 3: Of parents surveyed, 100% reported the parent mentor assisted them well in expressing their concerns.
Exceptionally Well – 69% Very Well – 24% Well - 7%

GOAL 4: Information was provided to 3,606 school personnel and 1,432 families during the fiscal year about information about autism.

Question 7: Program Evaluations
What was the date of the last external or internal evaluation of this program?

SCAS has developed and implemented an internal randomized phone survey which is conducted on going. We have worked to ensure families are included that worked with every parent mentor. We have tried both mail evaluation tools and phone surveys. The phone surveys have provided a greater level of participation than we were getting with the mail evaluation.
.

Has an evaluation ever been conducted?

_X___Yes

_____ No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

We have an internal evaluation that is conducted on an ongoing basis. We select families to call based on a predetermined formula and ask a series of questions designed to evaluate our program and the effectiveness of the parent mentor they worked with. These surveys are conducted by a staff member who is not otherwise involved in this program. We have been doing phone calls for the past several years because hard copy surveys were rarely returned. We are however, currently exploring ways in which we could do electronic surveys and only follow up with calls for those who do not respond or for those who do not provide an email address. We believe this will allow us to engage far more families in the evaluation of this program

Additionally, our program coordinator analyzes the data collected to look for trends and issues. Our ongoing analysis indicates that we have served more families in urban and suburban areas. We are looking for additional ways to reach out to the more rural areas of the state.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

_X__Yes

___ No

If no, why not?

Question 8:

While EIA revenues increased in 2012-13 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2013-14?

The SC Autism Society would consider the following actions to deal with program reductions during fiscal year 2013-2014:

5% Reduction Considerations:

- Reducing mileage reimbursement
- Decreasing hours for on-site assistance at SCAS headquarters
- Reducing travel for professional development
- Reducing allowable phone reimbursement
- Reducing printing and supply costs (Program and Administrative)

10% Reduction Considerations:

- Furloughing all PSP staff (days to be determined)
- Decreasing hours across staff (hours to be determined)
- Eliminating travel for professional development
- Reducing additional printing and supply costs (Program and Administrative)
- Closing offices during furlough periods

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2014-15 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

The South Carolina Autism Society is confident that we will be able to continue to meet the needs through this program without a request for increased funds at this time. We will be able to maintain our current level of service if no additional funding is appropriated. We would continue to analyze the PSP program for ways to improve and refine our services to schools, families, and individuals affected by an autism spectrum disorder. We would continue our efforts to encourage district and family collaboration through the special education process. We would continue to our efforts to hold systems accountable for the delivery of a free appropriate public education for students with disabilities.

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2014-15

The total amount of EIA funds requested for this program for the next fiscal year will be:

_X_ The same as appropriated in the current fiscal year's appropriation

____ An increase over the current fiscal year's appropriation

____ A decrease over the current fiscal year's appropriation

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

$_____

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Question 11: Fiscal Years 2012-13 and 2013-14

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2012-13) and the budget for this program in the current fiscal year (2013-14). If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Sources	2012-13 Actual	2013-14 Estimated
EIA	350,000	350,000
General Fund		
Lottery		
Fees		
Other Sources		
EIA Reduction		
Carry Forward from Prior Year		
TOTAL:	**350,000**	**350,000**

Expenditures	2012-13 Actual	2013-14 Estimated
Personal Service	276,064	277,500
Contractual Services		
Supplies & Materials	12,687	12,000
Fixed Charges	16,500	16,500
Travel	17,872	34,000
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other	25,665	10,000
Balance Remaining	4,212	
TOTAL:	**345,788**	**350,000**
# FTES:	**11 - Part Time 2 - Full Time 13 - Total**	**11 - Part Time 2 - Full Time 13 - Total**

FY2013-14	Line Item(s)	Total EIA Appropriation
42	**Quaver Beyond Marvelous K-5 Curriculum**	
43	**Literacy & Distance Learning Program**	
44	**Estimate of EFA Student Cost 2014-15 Letter to SCDE from B&CB**	
45	**(Reserved for SCDE Response to B&CB's Letter)**	
46	**2014-15 Renumbered Base Provisos Part IB**	

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2014-15

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 1, 2013 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME:

Quaver Beyond Marvelous K-5 Curriculum

PROGRAM ADMINISTRATION

Program Director: **Steve Gilreath**
Address: **1706 Grand Avenue**
Nashville, Tn 37212

866.917.3933	**615.329.4716**	**SteveG@QuaverMusic.com**
Telephone	**FAX**	**Email**

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: **Levi Douglas**

Address: **1706 Grand Avenue**
Nashville, Tn 37212

615-329-4711	**615-329-4716**	**Levi@QuaverMusic.com**
Telephone	**FAX**	**Email**

PERSON SUBMITTING REPORT: **Steve Gilreath**
Signature: _____
Date: **09/19/13**

Proposed EIA-Funded Program: QK-5 Elementary

EIA Funds Requested for Fiscal Year 2014-15: $2,725,000.00 for the first fiscal year, which includes five additional years of licensing and training.

1. **What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)**

The mission of the QK-5 Program is to significantly upgrade the content and teaching of general music programs throughout South Carolina using advanced technology.

The specific objectives are:

- To support the instruction of the arts pursuant to Section 59-29-220 of the South Carolina Code of Laws and Section 59-18-310 of the South Carolina Code of Laws
- To provide a comprehensive program of learning that not only complies with the Common Core Standards but assists in students learning in English language arts and mathematics.
- To increase student attention, retention, and test scores in general music, through more frequent and effective assessments.
- To provide the teacher with more time for individual student attention by eliminating much of the work spent developing lesson plans.
- To promote arts appreciation, participation in the arts and creativity among students

2. To what extent, if any, was the program operational in the prior fiscal year, 2012-13? If so, how was the program funded?

The Quaver Essentials Program was active in 1500 schools nationwide in 2012-2013. QK-5 Curriculum is new, debuting in August, 2013.

In fiscal year 2012-2013 nine South Carolina public elementary schools were using the Quaver program. Five schools bought the Quaver program with funds that probably came from either the school budgets or from a PTO rather than with district funds. The schools highlighted in yellow below were part of our original Quaver advisory council, our QAC's, and were given the program in order to give us feedback. The schools bolded were pilot programs that resulted from conversations with the Fine Arts supervisors in those districts. Quaver provided those at no cost so that the supervisors could get first hand feedback from their own teachers as to how Quaver works.

Long Cane Primary - Abbeville County School District
North Pointe Elementary - Anderson School District Five
Sullivan's Island Elementary - Charleston County School District
Fork Shoals Elementary - Greenville County Schools
Polo Road Elementary - Richland School District Two
Pontiac Elementary - Richland School District Two
Sandlapper Elementary - Richland School District Two
Abner Creek Academy - Spartanburg District Five
Lyman Elementary - Spartanburg District Five

3. To what extent, if any, is the program operational in the current fiscal year, 2013-14? If so, how is the program being funded?

Currently, Quaver Programs are in several schools in South Carolina, including:

Quaver QK-5 Curriculum Pilot Program:

Sullivan's Island Elem	Charleston County SD	Julie Mathias	Mt. Pleasant SC
Fork Shoals Elementary	Greenville County Schools	Lorraine Paxton	Pelzer SC
Lyman Elementary	Spartanburg District Five	Donna Barrick	Duncan SC
Hammond School	Private School	Cherie Herring	Columbia SC

Quaver Essentials Program:

Abner Creek Academy	Spartanburg District Five	Anna Poole	Duncan SC
Sandlapper Elementary	Richland School District Two	Ruby Goff	Columbia SC
Long Cane Primary	Abbeville County School District	Hanna Morgan	Abbeville, SC
Polo Road Eleme	Richland School District Two	Vannah Close	Columbia SC
North Pointe Elem	Anderson School District Five	Melody Bolinger	Anderson SC
Pontiac Elementary	Richland School District Two	Lisa Rayner	Columbia, SC

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2014-15 fiscal year for which EIA funds are requested? The EOC makes EIA budget recommendations to the Governor and to the General Assembly, who ultimately make such appropriations.

Quaver Music respectfully requests the EOC to allocate $2,725,000 in technology dollars from the EIA to upgrade all elementary public schools in South Carolina with the Quaver program. Quaver is looking to work with the EOC and ETV in an effort to ensure the 545 elementary schools in South Carolina be allowed the opportunity to purchase the Quaver music curriculum for their music program. The funds allocated would give each school $4,995 for all grades and students to purchase the Music Curriculum as well as the six year access site license. The curricula purchased by each school will include the follow components for all teachers, students and grade levels within the school:

216 executable lessons

Lesson plan projector

Resource manager

Auto assessment

District management

Class play which includes over 100 songs

30 videos and teacher guides

250 + IWBs

300 plus music lessons

Bach's brain

World Music

Library Search

Kid's website

In an effort to ensure that each teacher and each child in South Carolina be given the opportunity to utilize this program, we at Quaver would be willing to work with ETV to guarantee that all schools including those in rural areas have access to the internet to upload the Quaver Curriculum. We also offer videos and printable lesson plans for those districts that do not have internet access.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2014-15 fiscal year for which funds are requested?

The Quaver curriculum is built on twelve thematic threads key to a comprehensive general music education. Quaver has connected the curriculum for kindergarten through 5th grade. Each curriculum thread is tailored to match the cognitive development of the student. The curriculum is grade specific and focuses on twelve key modules over a thirty six week period.

The program is laid out in easy to execute nine week sections. The Quaver program offers three week modules which address grade appropriate material through engaging lessons built around the Quaver's interactive classroom resources. Each of the three week modules of the lessons includes a computer aided assessment. These assessments gauge student mastery of class subjects. Once distributed by the teacher, quizzes are digitally collected from the students, automatically graded for correctness and scores are instantly entered into the Teacher Grade book.

Quaver Music also provides the schools district management the capability to allow the supervisor to monitor the performance of specific student, class or overall teacher performance by assignment, objective or date. This helps inform the supervisor which will allow them to make the appropriate decisions about curriculum direction or action taken to make sure goals are met before the end of the year when it is too late. These district management capabilities also allow a teacher or a supervisor to see how a class is performing on a particular test and what questions are most frequently missed.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

Music teachers will love the program because it provides a higher level of interest and energy in their classrooms and is less work for them.

Students will love the program because it is fun-filled and uses technology they are familiar with.

Students will achieve higher grades in music and possibly other subjects.

Attendance will naturally be higher with fewer delinquency problems because school is more interesting and fun.

There is overwhelming anecdotal evidence that the Quaver program is loved by both teachers and students, without exception. Go to QuaverMusic.com/Preview to see these comments. Large school districts in Texas who have had the program the longest are reporting greater student attention and retention.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

Professional development is an important part of the Quaver program. Teachers in all districts will have access to in-person training or on-line workshops (depending on district size) and have many other tools available on the Teacher Only website, accessible 24 hours per day, including:

•Qtorials- Video tutorials on all aspects of the Quaver program

•Live Webinars- Webinars featuring Quaver explain new elements of the program, every two weeks. Teachers participate in the webinars via text, with questions and comments. Old programs are archived and available for viewing anytime, searchable by subject matter.

•Qmunity- Peer group support is very active in Quaver's world and teachers around the world share tips and comments on-line about specific lesson plan ideas, discoveries, etc.

•Skype/UStream Training/Visits- Live, personal training is available to smaller districts via Skype or UStream with Quaver team members, from our studio in Nashville. Quaver also visits a select number of schools each month, via Skype to check in with kids!

•Quaver State Representative – A state representative will provide District wide support.

The cost for this ongoing training is about 8 % of the $4995 purchase price.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

The program is new and there is no empirical data available as of yet that is useful to evaluate the program. The documented comments from teachers, many of whom are seasoned veterans, should be very useful for this purpose. We do not hesitate to encourage you to contact any school with our program. All are listed on our website.

According to David Coleman who currently is the President of the College Board, which administers the SAT and Advanced Placement program, the arts play a pivotal role in instruction:

Studying the social, political, cultural and economic contexts of works of arts while maintaining an in depth focus on each work, allowing students deeper understanding of the works of art that includes their connections with other areas of knowledge and in the evolution of the art disciplines.

Studying works of arts as training in close observation across the arts disciplines and preparing students to create and perform in the arts
(http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf)

In summary, comments can be organized into a few major sentiments:
-The Quaver Programs have helped teachers capture the imagination and attention of students- even those previously identified as 'hard to reach.'
-Experienced teachers, even those with more than 30 years of service are re-energized by our programs.
-Students grasp concepts more quickly and retain them longer with our teaching style.
-Our comprehensive programs allow teachers to focus on students- not planning.
Here are their words, completely unedited:

"Quaver takes music and makes it entertaining for students, drawing them in with wit and humor, but carefully and systematically reinforcing important musical concepts in a way that is very intentional. **The result is a dynamic, interactive resource for teachers to use in music instruction.**"
Sheena Newman
Supervisor of Elementary Education
Bradley County Schools, TN

"We are a Quaver District! We love the way the material addresses the students' likes and attention spans. It's very interactive, especially the online components that help teachers construct lesson plans that are in line with the National Standards."

Judith Hawkins
Supervisor, Vocal/General Music
Prince George's County Public Schools, MD

"I'm excited about the Quaver Program and the way it reinforces 21st century skills**. It will be a huge resource for our music classes!**"
Mark Propst
Performing Arts Specialist
Charlotte-Mecklenburg Schools, NC

"Quaver resources have reignited my passion for teaching so I don't feel like the "Charlie Brown" cartoon teachers that always sound like... "whu- wha, whu-wha-whu-wha-whu-wha..." (insert sound effect for dramatically boring teaching voice). Quaver has really given me the dynamic, engaging foundation for adding all my own ideas, activities and songs about tempo, dynamics, note reading, etc..."
Cindy Austin
Ferguson Elementary
Clear Creek ISD, TX

"We have looked at QuaverMusic and decided to buy it for all 52 campuses. We're the 3rd largest school district in Texas, and as an instructional technology coordinator my role is to look at lots of software for various content areas. **I can honestly say that I have never been more impressed with a piece of software than Quaver.** I can see where students will be totally engaged in the classroom - It ties great with all the different content areas - I can see lots of music connections with math, the social studies, teamwork, all kinds of things."
Becky Cook
Instructional Technology Coordinator
Cypress-Fairbanks ISD
Houston, TX

"I am using Quaver and 'I LOVE IT!' After teaching for 25 years, the music is refreshing, the concepts solid, and the pacing fantastic. The kids are really into creating, critically listening and singing along with all the catchy tunes. **My students are really benefitting from it, not just because of the content, but because it has reignited my passion!**"
Tracee Lentz
Clara B. Bolen Elementary
Tawas City, MI

"I love the Quaver Quizzes that can be used after each episode. They are great to use as a formative or summative assessment. I have even used them for a quick review (to check retention) or pre-test for the unit. The Interactive White Board activities and teacher toolbox have engaging activities that can be used in a variety of ways. **It has been such a refreshing way to introduce, enhance, and assess core content! My students love Quaver's Marvelous World of Music!**"
Lisa Hussung
Rich Pond Elementary
Bowling Green, KY

"**It was like opening brains and pouring in excitement for learning musical concepts,** and the dialogue that occurred afterwards took NO EFFORT on my part. You should have seen all the hands flying up to make comments. They looked like popping corn!"
Rita Black
Eakin Elementary
Nashville, TN

"I was amazed to see how it reached all the levels without going too far over the little one's heads or boring the big kids. Not only did they understand it - they were telling me all week what beat different songs were: 2, 3, or 4! **I was floored and totally convinced that this program is more effective than anything else I've tried so far.**"
Sarah Jensen
Saint Anne School
Bismarck, ND

"**Quaver Music has made a huge impact on my music classes.** My students were really turned on to the Quaver teaching concept. As a teacher for the past 20 years, I have been searching all over for something to not only make music more fun to learn, but to give my students something to be excited to do."
BJ Bany
Continental Elementary
Continental, OH

"I can't tell you how much we love it! The kids are so excited about it. I've been teaching for 29 years and **can't wait to get to school each day to do Quaver**. Thanks so much for this most excellent program!"
Sherri Stoddard Thompson
Jefferson Elementary
Shawnee, OK

“My students talk about Quaver all the time! I love (and they love!) that they can visit the world of Quaver at home with their computers. Now I have kids quoting music history facts to me - with genuine enthusiasm! The best part, in my opinion, is the repertoire of catchy songs. **They are learning so much faster and retaining concepts longer because of Quaver.**”
Penelope Campbell
Willbern Elementary
Houston, TX

"**My students LOVE, LOVE, LOVE Quaver!** They are excited when I say the words We're going to Quaver's Marvelous World, and they are using the website. It is a great resource!!!"
Leslie Lloyd
Natcher Elementary
Bowling Green, KY

“Quaver’s School Program is current, exciting, humorous, informative, upbeat, and **FILLED with strategies to reach EVERY child in the room.**”
Amy Bolar
District 8 KMEA K-5 Chair
Flemingsburg Elementary
Flemingsburg, KY

"You guys really do think of everything. And just when I think you can't get any better ... I log into my account this morning to find ClassPlay! I was so excited I skipped my lesson plan and tried it out. The students loved it! I nearly cried! I cannot tell you how happy we are that we have "Quaver-ized" our classroom."
Kim Savage
Jasper County Primary School
Washington Park Elementary School
Monticello, GA

“We've been reading the book Brain Rules by John Medina, and these Quaver shows follow so much of what is in this book. (Visuals, catchy stories, emotion, and repetition, repetition, repetition) Nice work!”
Karen Renton
Yarmouth Elementary School Music
Yarmouth, ME

“Thanks for all of your great work at Quaver Music. We had a good feeling when we purchased a year ago and we have not been disappointed! Thanks again,”
Patrick Wright
Assistant Director of Music
High Meadows School
Roswell, GA

“The kids love the videos, and we start each session with the quiz from the previous session and their retention is incredible. We do a lot of the IWB stuff on our plain projector, so I think that's next thing on my wish list. My 5th graders beg me to take them to the computer lab during our "enrichment" time, so they can play all the games and QGrooves makes it so easy for them to feel like a real mix star. Thoroughly satisfied!”
Stephen Strawn
Rolling Meadows Elementary
Quaver Qmunity post

“I am so excited to be using Quaver. Our students LOVE IT. **I have been teaching for 27 years and it is so nice to have updated, current, new material.** Your program is like a breath of fresh air for our music program. Thank you!”
Cheryl Coakley
Upper Sandusky Middle School
Upper Sandusky, OH

“I try to apply the concepts outside of the lesson, referring to something Quaver did specifically. The kids are really in love with the program, and are retaining a lot more than they did in the past.**”**
Marci Shegogue
Lower School Music
McLean School of Maryland

“My students are having a "BLAST" with Quaver's Marvelous World of Music Program. I have seen a great increase of participation from students since we began learning from "Quaver".”
Cassandra D. Thomas
Andre' Elementary Music Director
Cypress-Fairbanks ISD

"My principal came in to do my evaluation last week and she was wowed by ClassPlay**. She's sold on Quaver and so am I!**"
Rudene Jones
Kilby Elementary School
Woodbridge, VA

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	**2012-13 Actual**	**2013-14 Estimate**	**2014-15 Requested Amount**
EIA	$	$	2,725,000
General Fund	$	$	
Lottery	$	$	
Fees	$	$	
Other Sources	$	$	
Grant	$	$	
Contributions, Foundation	$	$	
Other (Specify)	$	$	
Carry Forward from Prior Year	$	$	
TOTAL:	**$**	**$**	2,725,000

Expenditures	**2012-13 Actual**	**2013-14 Estimate**	**2014-15 Requested Amount**
Personal Service	$	$	
Contractual Services	$	$	
Supplies & Materials	$	$	
Fixed Charges	$	$	
Travel	$	$	
Equipment	$	$	
Employer Contributions	$	$	
Allocations to Districts/Schools/Agencies/Entities	$	$	
Other: Please explain	$	$	
Balance Remaining	$	$	
TOTAL:	**$**	**$**	
# FTES:			

NEW
Request for Education Improvement Act (EIA) Funding

Fiscal Year 2014-15

Completed Document not to Exceed Ten (10) Pages Ten-Point Type and One Electronic File Due by October 1, 2013 to:

Education Oversight Committee
Post Office Box 11867
Columbia, SC 29211
mbarton@eoc.sc.gov

PROGRAM NAME: **Literacy & Distance-Learning Program**

PROGRAM ADMINISTRATION

Program Director: Keith Grybowski
Address: 40 Patriots Point Road
Mt. Pleasant, SC 29464

843-881-5935 Telephone | 843-881-4232 FAX | kgrybowski@patriotspoint.org Email

PROGRAM FISCAL MANAGEMENT

Program Fiscal Officer Contact: Royce Breland
Address: 40 Patriots Point Road
Mt. Pleasant, SC 29464

843-881-5967 Telephone | 843-881-4232 FAX | rbreland@patriotspoint.org Email

PERSON SUBMITTING REPORT: Marcy Wynn
Signature: Marcy Wynn
Date: 10/1/13

Proposed EIA-Funded Program: Literacy & Distance-Learning Program

EIA Funds Requested for Fiscal Year 2014-15: $415,000

1. What is the mission and the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.)

The Patriots Point Naval and Maritime Museum offers an innovative educational program for 5th grade that teaches core history, math and science objectives through an immersive theme-based lab environment featuring inspirational stories and engaging interactive programs. Stories are the center of human consciousness. Students hear stories and remember those that touch them, those they can feel and those they can relate to. Stories that engage students help them master core academics while becoming adept problem solvers, innovative thinkers and effective young citizens of the world.

Taught from one of Charleston's most unique platforms, the USS Yorktown, students have an educational experience they cannot find anywhere else. Teaching history and science onboard a WWII aircraft carrier in the Charleston Harbor is the epitome of "bringing lessons to life." In the Institute of History, Science, and Technology, students are not only learning history, they are learning history onboard *living* history; they are not only learning science, they are learning science *surrounded* by an estuary. This background is what helps the Institute achieve its mission of helping students better comprehend classroom curriculum. The Institute's pioneering cross-curricular program meets all South Carolina academic standards for 5th grade. A partnership with the Charleston County School District allowed the Institute to serve over 16,000 students during this past school year. The Institute also incorporates a STEM initiative in an effort to increase test scores in math and science. Pre- and post-testing assessments measure the program's success and illustrate its effectiveness.

Due to budget constraints, many schools cannot afford the travel to bring their students to the USS Yorktown; thus, we have developed a distance-learning version of the Institute that is delivered right to their classroom. This allows us to eliminate the burden of travel, but still provide students with the benefits of the program. Distance-learning will provide teachers with pre-recorded videos of all history and science stations that students would participate in if they were physically present as well as live streaming sessions to ask instructors questions. The primary objective is to increase comprehension of required classroom curriculum through storytelling. For example, students join "Oxygen Oscar" and "Hydrogen Hannah" on their adventures through the watershed of South Carolina. These stories, along with many others, are housed in two program textbooks written by Institute instructors that will be distributed to all participating students.

With EIA funding, this distance-learning program and two books can be offered to all 5th grade classrooms at no cost to the school. Funding would cover the cost for books, technical equipment, software, instructors and travel. For the 2014-2015 school year, we would like to offer this program to the 25 lowest performing schools in South Carolina and 25 average performing schools to diversify the base for testing. In addition, all participating teachers will be invited to the USS Yorktown in August 2014 to attend teacher training at no cost. This

conference has been approved by the SC Department of Education to include 16 recertification hours.

2. To what extent, if any, was the program operational in the prior fiscal year, 2012-13? If so, how was the program funded?

The Institute of History, Science, and Technology was operational in the prior fiscal year, 2012-2013, but did not offer distance-learning. The Institute served 14,000 students during this year. The program was funded through the Charleston County School District, grants and from various participating schools.

3. To what extent, if any, is the program operational in the current fiscal year, 2013-14? If so, how is the program being funded?

The Institute of History, Science, and Technology is operational in the current fiscal year, 2013-2014, and conducted its first distance-learning program to Ford Elementary in Laurens 55 School District. The Institute anticipates it will serve 18,000 students during this year. The program was funded through the Charleston County School District, grants and from various participating schools.

4. To reach the mission and primary objective(s) of this program, what primary activities are planned for the current fiscal year and/or for the 2014-15 fiscal year for which EIA funds are requested? The EOC makes EIA budget recommendations to the Governor and to the General Assembly, who ultimately make such appropriations.

To reach the Institute's mission and primary objective, students will first be introduced to history and science themes through the program's literacy component; Oscar I Am (science book) and Harry I Was (history book). They both coincide with classroom lessons and the Institute's videos; an invaluable addition that can be used before, during, and after the program. This pre-arrival component acts as the glue for the learning stations. Harry I Was is based on the life history and genealogical study of a fictional character who fought in the Civil War alongside the youngest recipient of the Medal of Honor. Oscar I Am is focused on the adventures of an oxygen atom who travels through South Carolina's watershed with his friends, Hank and Hannah. Through these books, students are exposed to real life experiences that touch on the entire 5th grade history and science curriculum.

The Institute will also provide teachers with access to pre-recorded videos of all history and science stations that students would participate in if they were physically present. The videos are versatile as they coincide with South Carolina's required classroom curriculum for 5th grade; teachers can use them to enhance students' learning experience throughout the year. Institute

instructors will also offer live streaming to each participating classroom throughout the year in which a live lesson can be taught and students can ask questions.

The Institute's pre-recorded videos will include the following lessons:

- **People, Places and Living Spaces →** Instructors lead students through the working and living areas of the USS Yorktown to give students a better understanding of shipboard life and the sacrifices that sailors made to serve our country from WWII through Vietnam. A critical component of the program's STEM initiative is showing students the abundance of career opportunities available to sailors, everything from torpedo staging room to the ship's medical area. We want to illustrate the need for students to excel in math and science by showing them the type of careers they could have in the STEM field.
- **Where in the World is Great Grandpa? →** Instructors will lead students through the Medal of Honor Museum; designed to build character and promote responsible citizenship while instilling a love for country and understanding of the cost of freedom. Harry I Am includes letters written by Harry Smith, a young Civil War soldier, who fought alongside Willie Johnston, the youngest Medal of Honor recipient. His letters highlight historical content covered in the 5th grade's curriculum for history. This portion of the book aids in classroom discussion and helps students better comprehend historical events.
- **What is an artifact? →** The museum's curator will teach students about the importance of artifacts and how they represent living history. Students will be able to view artifacts such as kamikaze fragments and WWII flight suits.
- **Estuaries, Ecosystems and Erosion →** From our waterside classroom students are introduced to the estuarine ecosystem surrounding the USS Yorktown and the dynamic processes that shape it. Key concepts include the biotic and abiotic factors that comprise ecosystems, landforms specific to South Carolina, erosion, deposition and an introduction to tides. Students are challenged to look at the harbor through the eyes of a scientist and make qualitative observations about what they see. With a uniquely designed stream table and animated segments critical concepts are not simply discussed but also creatively illustrated. Charleston Harbor functions as an excellent backdrop for acquainting students with our watery world.
- **Friction, Gravity and Tides →** Smooth roads, bumpy roads and toy cars! From our Education Center Learning Lab instructors demonstrate force and motion in action! Students learn how it applies not only to their daily life, but how these forces influence our planet on a global scale. Through a graphing exercise with tidal data basic math concepts are reinforced and new concepts are introduced with an emphasis on the importance of organizing numbers in graphs. Animations and illustrations further connect students to these critical concepts and to the 5th grade textbook, Oscar I Am.
- **What's in the Water →** From solutes and solvents to plankton, students explore both biotic and abiotic components that are found in salt water. Instructors in our Learning Lab classroom use hydrometers to reinforce solution concepts and measuring skills, conduct an experiment with heat and a salt water solution as well as use a microscope to observe a plankton sample. Lastly, students are introduced to the idea of producers, consumers and food chains through demonstrations and animations.
- **Creature Feature →** Whelks, fish and crabs! Oh my! Students are introduced to the connectivity of components within an ecosystem via the food chain and our charismatic onboard critters. From invertebrates to reptiles the roles of organisms within an ecosystem are discussed with the help of our marine fauna. Critical vocabulary includes producer, consumer, decomposer, scavenger, herbivore, omnivore and carnivore.
- **History + STEM = Leadership →** This two-part program is composed of a highly engaging, student-led team-building exercise paired with a historical and introspective

look at leadership in the face of adversity. Designed for 5th graders within the context of 5th grade science and math standards, students are immersed into a realistic simulation of events in our specially designed Leadership Classroom. Using iPads, program-specific apps, radio and GPS technology students must think critically through the application of 5th grade math in real-life scenarios as they "navigate" through enemy waters and uncover clues to halt an impending collision. A recent participant, when asked what elements of leadership training they thought were incorporated into the program answered that, "self-evolving leaders emerged through problem solving." The second portion of the program dissects the components of leadership as they apply to historical events and brings this interactive program full circle as students connect leadership through time to leadership in their lives.

In addition to these pre-recorded videos, teachers will have the ability to schedule a session for live streaming where Institute instructors will teach a lesson and answer questions from previous videos and the current.

5. What are the direct products and services (outputs) to be delivered by this program for the current fiscal year and/or for the 2014-15 fiscal year for which funds are requested?

Direct outputs and services to be delivered are two program books for each student, access to pre-recorded video lessons, scheduled live streaming with Institute instructors, and technical equipment that will provide secure access to the live and pre-recorded session. Equipment will also be necessary in upgrading of the production studio onboard the USS Yorktown.

6. What are the intended outcomes or results of this program? Please provide any evidence that the outcomes are being achieved or describe the data that will be collected to document the achievement. (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Examples of outcomes would be: measurable impact on student academic success, reduction in achievement gaps, improvement in high school graduation rate, etc.)

Intended outcomes of this program are increased content comprehension, increased literacy skills and increased understanding of STEM principles. Pre- and post-testing assessments will be administered to each participating classroom in order to track the success of the program and measure its effectiveness.

7. What amount, if any, of the funds requested will be expended on professional development? What type of professional services will be provided and to whom?

Professional development will be offered through the Institute's teacher conference in August 2014. All 5th grade teachers from participating classrooms will be able to attend this two-day conference where they will experience the program for themselves. They will be given the books, tips for how to use the program most efficiently and earn 16 recertification hours. Approximately $7,500 will go toward this conference; $100/teacher, projected 75 teachers.

8. Have there been any external or internal evaluations of this program? If so, please provide a summary of the report and its findings.

Both internal and external evaluations have been performed. Internally, To measure student comprehension, the 2013 program implemented a computerized pre and post program testing system for program participants. The tests were given to 2,000 of the 3,000 Charleston County students whom participated in the program. Program evaluation surveys were obtained from 90% of the participating teachers.

Upon arrival, the students proceeded to the Ship's Theater for a computerized pretest on the program's curriculum. Using a multi answer format, the students were tested on each of the program's curriculums. The questions were developed this summer at the Institutes Teacher Recertification course. The questions were presented on the Theater's big screen. Students entered their answers using hand held computerized SMART classroom response devises. Teachers were able to review the results of their students' responses at the end of each question session. All results were recorded by Patriots Point Staff for entry in the program's testing database.

Analysis of the data shows that students participating in the Fifth Grade History and Science program performed significantly better on the post-assessment than on the pre-assessment tests. All scores were averaged together. Once again, schools that attended the program in March, scored higher on the History questions than schools that participated in January. This difference was attributed to the maturing effect of the students meeting curriculum guidelines with the State's pacing guidelines. ***Classes that participated in the Literacy component, prior to attending the onsite program, scored higher on all curriculum question than 90% of those tested.***

Improvement percentages for the content on each subject following participation in the program by the Students as a group were as follows:

Subject	Correct Pre-Test	Correct Post-test	% Change
History/Industrial Revolution	52%	79%	**27%**
History / World War I / Depression	48%	75%	**27%**
History/ World War II	29%	60%	**31%**
Science/ Estuarine	36%	62%	**26%**
Science/ Land Forms	41%	65%	**24%**
Science/ Force & Motion	31%	56%	**25%**

External evaluations have been completed by all teachers whose classes participated in the program in the last three years. Approximately 98% of teachers said the program aligned with their required classroom curriculum and proved to be beneficial to their students.

Please complete the following charts which will provide detailed budget and expenditure history for this program. Please reference any one-time (non-recurring funds).

Funding Sources	2012-13 Actual	2013-14 Estimate	2014-15 Requested Amount
EIA	$	$	415,000
General Fund	$	$	
Lottery	$	$	
Fees	$	$	
Other Sources	$	$	
Grant	$	$	
Contributions, Foundation	$	$	
Other (Specify)	$	$	
Carry Forward from Prior Year	$	$	
TOTAL:	**$**	**$**	**415,000**

Expenditures	2012-13 Actual	2013-14 Estimate	2014-15 Requested Amount
Personal Service	$	$	48,000
Contractual Services	$	$	12,000
Supplies & Materials	$	$	250,000
Fixed Charges	$	$	
Travel	$	$	10,000
Equipment	$	$	95,000
Employer Contributions	$	$	
Allocations to Districts/Schools/Agencies/Entities	$	$	
Other: Please explain	$	$	
Balance Remaining	$	$	
TOTAL:	**$**	**$**	**415,000**
# FTES:			

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803-734-3793

August 30, 2013

The Honorable Mick Zais
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

Dear Dr. Zais,

This letter is in response to the statutory provisions regarding annual estimates of the EFA base student cost and inflation factor, Southeastern average teacher salary, weighted pupil units, and EIA revenue for Fiscal Year 2014-15. We are pleased to provide you with the following estimates and will be happy to answer any questions you may have.

EFA Base Student Cost and Inflation Factor

Our estimate of the base student cost for FY 2014-15 is $2,742. This represents a 1.2 percent increase over the revised base student cost of $2,710 for FY 2013-14 and a 1.1 percent decrease from the $2,771 estimate provided for the FY 2013-14 budget process. Our estimates are summarized as follows:

	FY 2010-11 (estimate)	FY 2011-12 (estimate)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (estimate)
Budgeted Base Student Cost	$2,720	$2,790	$2,790	$2,771	**$2,742**
Original Budgeted Inflation Factor	1.2%	2.6%	0.0%	(0.7%)	**(1.1%)**
Base Student Cost Current Estimate (as of 8/20/13)	$2,664	$2,661	$2,681	$2,710	**$2,742**
Current Inflation Factor (as of 8/20/13)	0.7%	(0.1%)	0.8%	1.1%	**1.2%**

Since our previous estimates were provided, we received revised data for public school employee wages, which indicates a much lower growth rate than previously estimated for FY 12. This revision affected our base year and lowered our projections for future years. In reviewing this data, we also concluded that current economic conditions indicate that growth rates will be lower than historical averages, and we consequently estimated slower growth.

Southeastern Average Teacher Salary Projections

Our estimate of the Southeastern average teacher salary for FY 2014-15 is $48,892. This represents a 0.9 percent increase over the revised FY 13 budget estimate and a 0.1 percent increase from the previous budget estimate of $48,858 for FY 2013-14.

	FY 2010-11 (estimate)	FY 2011-12 (estimate)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (estimate)
FY 14 Budget Process (as of 9/4/12)	$47,462	$47,784	$48,358	$48,858	**$48,892**
Percent Change in Budgeted Estimates	(0.2%)	0.7%	1.2%	1.0%	**0.1%**
FY 15 Budget Process (as of 8/20/13)	$47,506	$47,846	$47,970	$48,471	**$48,892**
Current Percent Change	(0.1%)	0.7%	0.3%	1.0%	**0.9%**

Since the previous estimates were provided, data from several states have shown that average teacher salaries for FY 2012-13 did not increase as fast as predicted. One reason for the slower growth is that one state reported a higher than normal retirement rate, which significantly affected their average salary. Overall, average teacher salaries continue to increase, but at a slower rate compared to historical growth rates.

Weighted Pupil Estimates

We estimate the Weighted Pupil Units (WPU) for FY 2014-15 to be 886,926. This represents a 0.9 percent increase over the revised FY 13 budget estimate and a 1.2 percent increase over the FY 2013-14 budget estimate of 876,359.

	FY 2010-11 (estimate)	FY 2011-12 (estimate)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (estimate)
Budgeted Estimate	874,128	865,782	870,268	876,359	**886,926**
Percent Change in Budgeted Estimates	0.1%	(0.1%)	0.5%	0.7%	**1.2%**
Current Estimate (as of 8/20/13)	861,034 (actual)	865,076 (actual)	873,022 (actual)	879,305	**886,926**
Current Percent Change	(0.2%)	0.5%	0.9%	0.7%	**0.9%**

In preparing this estimate, we used the final FY 2012-13 WPU which indicates that enrollment grew faster than estimated. Using this higher base and examining birth rates, enrollment in public and private schools, home schooling trends, and the ratio of weighted pupils to average daily membership, we increased the growth rates for FY 2013-14 and FY 2014-15 accordingly.

EIA Revenue

	FY 2010-11 (actual)	FY 2011-12 (actual)	FY 2012-13 (estimate)	FY 2013-14 (estimate)	FY 2014-15 (preliminary)
Current Estimate	567,644,720	587,682,238	612,207,653	628,129,370	645,615,842

This preliminary estimate is calculated by using the latest Board of Economic Advisors (BEA) estimate for FY 2013-14 as a base and applying the long term growth rate adopted by the BEA in November 2012. The BEA will provide the first official estimates for FY 2014-15 in November 2013.

Please find attached additional tables and charts that support our estimates. Please be advised that these estimates are subject to change as final reports or additional information is received.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Frank A. Rainwater
Chief Economist

FAR/lpw
Attachments

cc: The Honorable Nikki R. Haley, Governor
The Honorable Hugh K. Leatherman, Chairman, Senate Finance Committee
The Honorable W. Brian White, Chairman, House Ways and Means Committee
Josh Baker, Governor's Office
Melanie Barton, Education Oversight Committee
Les Boles, Office of State Budget
Grant Gibson, Senate Finance Committee
Emily Heatwole, House Ways and Means Committee
Jay Ragley, Department of Education
Len Richardson, Department of Education
Mike Shealy, Senate Finance Committee
Beverly Smith, House Ways and Means Committee

EFA Factor Computation

Last Revised: 8/30/13

Fiscal Year	Average South-East Wage (1)	Non-Wage Index (2)	Index South-East Wage (3)	Composite Index Wages and Non-Wages (4)	Revised Estimate of Base Student Cost to Match Inflation (5)	Revised Estimate of Inflation Factor (6)	Estimate of Base Student Cost Provided for Budget (7)	Budgeted Inflation Factor (8)	Base Student Cost Approp. (9)	Base Student Cost After Mid-Yr. Cuts by B&CB (10)	Final Base Student Cost, Including S.D.E. Cuts (11)	
89-90 a/	20,026	100.0	100.0	100.0	1,467		1,467		1,467		1,467	
90-91	21,023	101.0	105.0	104.5	1,533	4.5%	1,539	4.9%	1,539		1,539	
91-92	21,226	101.1	106.0	105.4	1,546	0.9%	1,604	4.2% *	1,562	1,505	1,505	
92-93	21,737	100.7	108.5	107.6	1,578	2.0%	1,610	3.1% *	1,585	1,532	1,532	
93-94	22,315	104.0	111.4	110.5	1,621	2.7%	1,651	2.9% *	1,581		1,581	
94-95	23,125	107.4	115.5	114.5	1,679	3.6%	1,652	2.4% *	1,619		1,619	
95-96	23,726	106.1	118.5	117.0	1,716	2.2%	1,718	4.0%	1,684		1,684	
96-97	24,441	110.8	122.0	120.7	1,771	3.2%	1,778	3.5%	1,760		1,760	
97-98	25,067	112.8	125.2	123.7	1,814	2.5%	1,839	3.2% *	1,839		1,839	
98-99	26,312	114.7	131.4	129.4	1,897	4.6%	1,879	2.2%	1,879		1,879	
99-00	27,161	118.0	135.6	133.5	1,959	3.2%	1,937	3.1%	1,937		1,937	
00-01	28,529	121.5	142.5	139.9	2,053	4.8%	2,012	3.9%	2,012	1,992	2,002	d/
01-02	29,242	125.6	146.0	143.6	2,106	2.6%	2,073	3.0%	2,073	1,940	1,881	c/
02-03	30,574	127.9	152.7	149.7	2,196	4.3%	2,133	2.9%	2,033	1,859	1,770	d/
03-04	30,766	130.7	153.6	150.9	2,213	0.8%	2,201	3.2%	1,777		1,754	
04-05	31,906	133.5	159.3	156.2	2,292	3.5%	2,234	1.5%	1,852		1,852	
05-06	33,019	137.5	164.9	161.6	2,371	3.4%	2,290	2.5%	2,290		2,290	
06-07	34,627	142.8	172.9	169.3	2,484	4.8%	2,367	3.4%	2,367		2,367	
07-08	36,176	146.5	180.6	176.5	2,590	4.3%	2,476	4.6%	2,476		2,476	
08-09	36,855	151.9	184.0	180.2	2,643	2.1%	2,578	4.1%	2,578	2,190	2,184	
09-10	36,813	154.0	183.8	180.3	2,644	0.0%	2,687	4.2%	2,034		1,756	
10-11	37,075	155.6	185.1	181.6	2,664 r	0.7%	2,720	1.2%	1,630		1,615	
11-12	36,941	158.7	184.5	181.4	2,661 r	(0.1%)	2,790	2.6%	1,880		1,880	f/
12-13 b/	37,126	163.3	185.4	182.7	2,681 r	0.8%	2,790	0.0%	2,012		2,012	
13-14 e/	37,497	166.1	187.2	184.7	2,710 r	1.1%	2,771	(0.7%)				
14-15 e/	37,872	170.5	189.1	186.9	2,742	1.2%	2,742	(1.1%)				

r - Revised since previous estimate.

* - Inflation factor calculated from revised/funded base.

Footnotes and Column Notes:

a/ Base from which increases are computed in accordance with revised methodology.
b/ July 2013 survey, latest data is the Average Southeast Wage through 2012 and subject to revision.
c/ Reflects mid-year cuts of 5.3% plus S.C. Dept. of Ed.'s additional E.F.A. reduction for allocation to school districts of 3.96% for a net reduction of 9.26%.
d/ Reflects a 1% B&CB cut and a .5% Dept. of Ed. restoration in FY00-01 and a 8.57% mid-year cut in FY02-03.
e/ Estimate based on July 2013 survey, teacher salary growth and latest Consumer Price Index.
f/ Base Student Cost Appropriated reflects additional non-recurring revenue above the $1,788 figure in Proviso 1.3.
Source: Budget & Control Board, Office of Research & Statistics

(1) Computed from survey of Employment Security Commission offices in southeastern states based on wage data reported for workman's compensation program. Includes teachers and nonteachers in public schools in the Southeast.
(2) For FY 89-90 through FY 96-97, based on implicit deflator for purchases by state and local governments nationwide as projected by Evans Econometrics. For FY 97-98, based on projection of the Consumer Price Index for the latest two completed years.
(3) Index of column 1 based on FY 89-90.
(4) Column 2 and Column 3 weighted by 12% for Column (2) and 88% for Column (3).
(5) Column 4 times FY 89-90 base amount of $1,467. Revised after surveys to include actual data.
(6) Revised inflation factor based on actual data received from surveys.
(7) Original estimate of Base Student Cost.
(8) Original estimate of inflation factor.
(9) Base Student Cost appropriated each fiscal year. FY 2009-10 does not include Federal Funds.
(10) Actual Base Student Cost funded to districts after budget cuts by the Budget & Control Board.
(11) Actual Base Student Cost funded to districts after B&CB cuts plus cuts by the State Department of Education.

2014-15 RENUMBERED Base PART IB

OPERATION OF STATE GOVERNMENT

SECTION 1 - H63-DEPARTMENT OF EDUCATION

1.1. (SDE: Appropriation Transfer Prohibition) The amounts appropriated herein for aid to subdivisions, allocations to school districts, or special line items shall not be transferred and must be expended in accordance with the intent of the appropriation, except that the department may transfer funds that are deducted and retained from a school district's transportation allocation to reimburse the department for the cost of unauthorized mileage. This transfer must be agreed upon by both the school district and the department. Those funds may be transferred into the department's school bus transportation operating account.

1.2. (SDE: DHEC - Comprehensive Health Assessment) All school districts shall participate, to the fullest extent possible, in the Medicaid program by seeking appropriate reimbursement for services and administration of health and social services. Reimbursements to the school districts shall not be used to supplant funds currently being spent on health and social services.

1.3. (SDE: EFA Formula/Base Student Cost Inflation Factor) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act to include an inflation factor projected by the Division of Budget and Analyses to match inflation wages of public school employees in the Southeast. The base student cost for the current fiscal year has been determined to be $2,101. In Fiscal Year 2013-14, the total pupil count is projected to be 698,924. The average per pupil funding is projected to be $5,147 state, $1,185 federal, and $4,855 local. This is an average total funding level of 11,187 excluding revenues of local bond issues. For Fiscal Year 2013-14 the South Carolina Public Charter School District shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted students pupils enrolled in the charter school, which must be subject to adjustment for student attendance.

The Budget and Control Board, Research and Statistics Division, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Budget and Control Board, Research and Statistics Division, shall also post on their website the 135-day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Budget and Control Board, Research and Statistics Division, including the projected numbers and the exact numbers.

1.4. (SDE: EFA - Formula) The amount appropriated in Part IA, Section 1 for "Education Finance Act" shall be the maximum paid under the provisions of Act 163 of 1977 (the South Carolina Education Finance Act of 1977) to the aggregate of all recipients. The South Carolina Education Department shall develop formulas to determine the state and required local funding as stipulated in the South Carolina Education Finance Act of 1977. Such formulas shall require the approval of the State Board of Education and the Budget and Control Board. After computing the EFA allocations for all districts, the department shall determine whether any

districts' minimum required local revenue exceeds the districts' total EFA Foundation Program. When such instance is found, the department shall adjust the index of taxpaying ability to reflect a local effort equal to the cost of the districts' EFA Foundation Program. The districts' weighted pupil units are to be included in determination of the funds needed for implementation of the Education Finance Act statewide.

In the event that the formulas as devised by the Department of Education and approved by the State Board of Education and the Budget and Control Board should provide for distribution to the various school districts totaling more than the amount appropriated for such purposes, subject to the provisions of this proviso, the Department of Education shall reduce each school district entitlement by an equal amount per weighted pupil so as to bring the total disbursements into conformity with the total funds appropriated for this purpose. If a reduction is required in the state's contribution, the required local funding shall be reduced by the proportionate share of local funds per weighted pupil unit. The Department of Education shall continually monitor the distribution of funds under the provisions of the Education Finance Act and shall make periodic adjustments to disbursements to ensure the aggregate of such disbursements do not exceed the appropriated funds.

Local districts shall not be mandated or required to inflate the base number in their respective salary schedules by any percentage greater than the percentage by which the appropriated base student cost exceeds the appropriated base student cost of the prior fiscal year.

1.5. (SDE: Employer Contributions/Allocations) It is the intent of the General Assembly that the appropriation contained herein for "Public School Employee Benefits" shall not be utilized to provide employer contributions for any portion of a school district employee's salary that is federally funded.

State funds allocated for school district employer contributions must be allocated by the formula and must be used first by each district to cover the cost of fringe benefits for personnel required by the Defined Program, food service personnel and other personnel required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service revenues to fund a proportionate share of fringe benefits costs for food service personnel.

The Department of Juvenile Justice and the Department of Corrections' school districts must be allocated funds under the fringe benefits program in accordance with criteria established for all school districts.

1.6. (SDE: Employer Contributions/Obligations) In order to finalize each school district's allocations of Employer Contributions funds for retiree insurance from the prior fiscal year, the Department of Education is authorized to adjust a school district's allocation in the current fiscal year accordingly to reflect actual payroll and payments to the Retirement System from the prior fiscal year. In the event the Department of Education is notified that an educational subdivision has failed to remit proper payments to cover Employee Fringe Benefit obligations, the Department of Education is directed to withhold the educational subdivision's state funds until such obligations are met.

1.7. (SDE: Governor's School for Science & Math) Any unexpended balance on June 30 of the prior fiscal year of funds appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the current fiscal year pursuant to the direction of the board of trustees of the school.

1.8. (SDE: Educational Responsibility/Foster Care) The responsibility for providing a free and appropriate public education program for all children including disabled students is vested in the public school district wherein a child of lawful school age resides in a foster home, group home, orphanage, or a state operated health care facility including a facility for treatment of mental

illness or chemical dependence and habilitation centers for persons with intellectual disabilities or persons with related conditions located within the jurisdiction of the school district or alternative residences. The districts concerned may agree upon acceptable local cost reimbursement. If no agreement is reached, districts providing education shall receive from the district where the child last resided before placement in a facility an additional amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. If a child from out of state is residing in a facility owned and/or operated by a for profit entity, the district providing educational services shall be reimbursed by the for profit entity the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. This also applies to John de la Howe School who also has the authority to seek reimbursement in any situation that the school district has participation in the placement of the student. John de la Howe School shall be reimbursed the local district's local support per weighted pupil above the statewide average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. Participation will be evidenced by a written agreement from the IEP team or 504 team, written referral, or the school district initiating the placement process. School districts providing the education shall notify the nonresident district in writing within forty-five calendar days that a student from the nonresident district is receiving education services pursuant to the provisions of the proviso. The notice shall also contain the student's name, date of birth, and disabling condition if available. If appropriate financial arrangements cannot be effected between institutions of the state, including independent school districts under the authority of the Department of Disabilities and Special Needs, and school districts, institutions receiving educational appropriations shall pay the local base student cost multiplied by the appropriate pupil weighting. Children residing in institutions of state agencies shall be educated with nondisabled children in the public school districts if appropriate to their educational needs. Such institutions shall determine, on an individual basis, which children residing in the institution might be eligible to receive appropriate educational services in a public school setting. Once these children are identified, the institution shall convene an IEP meeting with officials of the public school district in which the institution is located. If it is determined by the committee that the least restrictive environment in which to implement the child's IEP is a public school setting, then the school district in which the institution is located must provide the educational services. However, that school district may enter into contractual agreements with any other school district having schools located within a forty-five mile radius of the institution. The cost for educating such children shall be allocated in the following manner: the school district where the child last resided before being placed in an institution shall pay to the school district providing the educational services an amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act; the school district providing the educational services shall be able to count the child for all funding sources, both state and federal. The institution and school district, through contractual agreements, will address the special education and related services to be provided to students. Should the school district wherein the institution is located determine that the child cannot be appropriately served in a public school setting, then the institution may request a due process hearing pursuant to the procedures provided for in the Individuals with Disabilities Education Act.

The agreed upon acceptable local cost reimbursement or the additional amount equivalent to the statewide average of the local base student cost multiplied by the appropriate pupil weighting set forth in Section 59-20-40, for instructional services provided to out-of-district students, shall be paid within sixty days of billing, provided the billing district has provided a copy of the invoice to

both the Superintendent and the finance office of the district being invoiced. Should the district not pay within sixty days, the billing district can seek relief from the Department of Education. The department shall withhold EFA funding equal to the billing from the district refusing to pay and submit the funding (equal to the invoice) to the billing school district.

The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all required school records, including confidential records**,** are transferred from the sending to the receiving school within three working days. School records to be transferred should include grade transcripts, state birth certificate, certificate of immunization, social security card, attendance records, discipline records, IEP's, psychological reports (or notation in the school records that a psychological report on the child is available at the school district office) and any other records necessary for the appropriate placement of the child in the new school. School districts must release all records upon presentation of a court order or appropriate permission for confidential release. If evaluation or placement is pending, the receiving school district is responsible to secure information and to complete the placement. The receiving school will maintain appropriate confidentiality of all records received on a child.

1.9. (SDE: Disabled/Preschool Children) The state funding for free appropriate public education provided for the three and four-year-old disabled children served under Act 86 of 1993, shall be distributed based on the district's index of taxpaying ability as defined in Section 59-20-20(3). Five-year-old disabled children shall continue to be funded under the Education Finance Act of 1977.

1.10. (SDE: Instruction in Juvenile Detention Centers) It shall be the responsibility of the school district where a local juvenile detention center is located to provide adequate teaching staff and to ensure compliance with the educational requirements of this State. Students housed in local detention centers are to be included in the average daily membership count of students for that district and reimbursement by the Department of Education made accordingly.

1.11. (SDE: Revenue Authorization) The State Department of Education is hereby authorized to collect, expend, and carry forward revenues in the following areas to offset the cost of providing such services: the sale of publications, manuals and forms, the sale of Apple Tags, royalties, contributions, donations, foundation funds, special grants and contracts, brochures, photo copies, listings and labels, Directory of South Carolina Schools, student health record cards, items to be recycled, and high school diplomas and certificates; the collection of out-of-state and in-state investigation fees, registration fees for non-SDE employees, recurring facility inspection fees, teacher certification fees; the handling of audio-visual film; the provision of contract computer services to school districts and other state agencies, joint broadcast service to school districts, and education-related statistics through agreement with the National Center for Education Statistics; the lease or sale of programs of television, audio or microcomputer software; the lease or sale of virtual courses to other states; the collection of damage fees for instructional materials and the sale of unusable instructional materials; sale of fuel; use and repair of transportation equipment; fees for Medicaid reimbursable transportation; the receipt of insurance and warranty payments on Department of Education equipment and the sale of used school buses and support equipment. The Department of Education is authorized to collect revenue for deposit into the State General Fund for testing material purchases and test rescoring fees. The Department of Education is authorized to expend revenue collected for lost and damaged instructional materials and the sale of unusable instructional materials for the purpose of contracting for the purchase and maintenance of a statewide textbook inventory management system, provided that schools' newly-adopted instructional materials needs are met first.

1.12. (SDE: School District Bank Accounts) Each school district in this State, upon the approval of the district's governing body, may maintain its own bank account for the purpose of making disbursement of school district funds as necessary to conduct school district business and each county treasurer is hereby authorized to transfer such amount as needed, upon receipt of a written order certified by the district governing body or their designee. Such order shall contain a statement that such amount is for immediate disbursement for the payment of correct and legal obligation of the school district.

1.13. (SDE: School Lunch Program Aid) The amount appropriated herein for School Lunch Program Aid shall be divided among the District and/or County Boards of Education of the State upon the basis of the number of schools participating in the School Lunch Program in each district during the prior school year. The travel expenses of the District and/or County School Lunch Supervisor shall be paid from this appropriation at the prevailing rate of mileage allowed by the State. These funds may be used as an aid in improving the School Lunch Program. These funds may not be used to supplement the salaries of school lunch supervisors. In the absence of a County Board of Education in multi-district counties, the funds will be divided among the school districts of the county on the basis of the number of schools participating in the School Lunch Program in each district during the prior school year.

1.14. (SDE: Teachers/Temporary Certificates) Of the funds provided for teacher salaries funds may be used to pay salaries for those teachers holding temporary certificates which shall remain valid for the current school year if the local board of education so requests. The State Department of Education shall submit to the General Assembly by March first of the current fiscal year a report showing by district the number of temporary certificates by category; including an enumeration of the certificates carried forward from the previous year. No temporary certificate shall be continued more than twice.

1.15. (SDE: Travel/Outside of Continental U.S.) School District allocations from General Funds, lottery, and EIA funds shall not be used for travel outside of the continental United States. The International Baccalaureate Program shall be exempt from this restriction.

1.16. (SDE: Year End Closeout) The State Department of Education is authorized to expend federal and earmarked funds (not including state or EIA funds) in the current fiscal year for expenditures incurred in the prior year; however, state funds appropriated in Part IA, Section 1, XIV, Aid to School Districts, for the Children's Case Resolution System or private placements for services provided to children with disabilities may be used for those expenditures in prior fiscal years. The department is also authorized to use appropriated funds to pay for textbooks shipped in the fourth quarter of the prior fiscal year.

1.17. (SDE: Transportation Collaboration) The Department of Education School Bus Maintenance Shops shall be permitted, on a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies in South Carolina.

School buses operated by school districts, other governmental agencies or head start agencies for the purpose of transporting students for school or school related activities shall not be subject to state motor fuel taxes. Further, that school districts, other governmental agencies or head start agencies may purchase this fuel, on a cost reimbursable-plus basis, from the Department of Education School Bus Maintenance Shops.

1.18. (SDE: School Bus Insurance) The Department of Education shall maintain comprehensive and collision insurance or self-insure state-owned buses. In no event shall the department charge local school districts for damages to the buses which are commonly covered by insurance.

1.19. (SDE: Teacher Data Collection) Of the non-program funds appropriated to the Department of Education, it and the Commission on Higher Education shall share data about the teaching profession in South Carolina. The data sharing should ensure (1) a systematic report on teacher supply and demand information and (2) data to determine classes being taught by public school teachers out of field of their preparation. The data collection should include but not be limited to: classes/subjects taught, number of students taught, percentage of teacher education graduates from South Carolina colleges/universities who go into teaching, percentage of teacher education graduates who teach in public schools in South Carolina, percentage of new teachers who leave the South Carolina teaching profession in the first three years of public school teaching due to unsuccessful evaluations, percentage of new teachers who leave the profession in the first three years of public school teaching in South Carolina who have successful evaluations, turnover rate of teachers and certification areas with highest vacancies. All database items should be set up so that it can be disaggregated by ethnicity, gender, geographic location, etc.

1.20. (SDE: School Building Aid) Of the funds appropriated in Part IA for School Building Aid, $500,000 shall be allocated on a K-12 per pupil basis to Multi-District Area Vocational Schools.

1.21. (SDE: Assessment) For the current fiscal year PSAT/PLAN shall be suspended and savings generated from suspension of PSAT/PLAN Reimbursement shall be allocated to the Education Finance Act. The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring statewide accountability assessment.

1.22. (SDE: School Bus Driver CDL) From funds provided in Part IA, Section 1, X.B., local school districts shall request a criminal record history from the South Carolina Law Enforcement Division for past conviction of any crime before the initial employment of a school bus driver or school bus aide. The Department of Education and the school districts shall be treated as a charitable organization for purposes of the fee charged for the criminal records search.

1.23. (SDE: School Bus Purchase) Any procurement of school buses with funds appropriated in this act or any other appropriation bill must meet specifications developed by the School Bus Specification Committee as established by the State Superintendent of Education. The School Bus Specifications Committee shall allow for input from all school bus chassis and body manufacturers. However, if it is safe, more economical, and in the public interest, the department may use the school bus specifications of Georgia or North Carolina in the procurement of school buses. If the department uses the specifications of Georgia or North Carolina, the department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in the public interest, when compared to the specifications set forth by the School Bus Specifications Committee.

1.24. (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program X.B. - Bus Shops and funds appropriated in X.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation services.

1.25. (SDE: Mitford Transportation Costs) Transportation costs for the transporting of students from the Mitford area of Fairfield County to schools in the Great Falls area of Chester County is not the responsibility of and shall not be borne by the

Chester County School District. These transportation costs shall continue to be the responsibility of the State Department of Education.

1.26. (SDE: Status Offenders/John de la Howe) The funds appropriated for the Status Offender Program shall be distributed to John de la Howe School to expand residential programs to include court ordered status offenders. Components of such a program shall include collaboration between the home school district and the residential school and treatment or related services to the families of students in placement.

1.27. (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their respective school calendars in order to comply with the instructional needs of students attending both special schools.

1.28. (SDE: School Facilities Management System) School Districts may use capital improvement bond funds, lapsed funds or any other unexpended appropriated funds or revenues to access the Department of Education's School Facilities Management System database.

1.29. (SDE: School Board Meetings) Of the funds appropriated through the Department of Education for technology related expenses, school districts that have a web site shall place a notice of a regularly scheduled school board meeting twenty-four hours in advance of such meeting. The notice shall include the date, time, and agenda for the board meeting. The school district shall place the minutes of the board meeting on their web site within ten days of the next regularly scheduled board meeting.

1.30. (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Office of State Budget, except the additional EFA allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.

1.31. (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with exceptional needs.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the seventy-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil

services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or non-essential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

(i) the transaction amount;

(ii) the name of the payee; and

(iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act.

1.32. (SDE: Medical Examination and Security Reimbursement/Expenditures) From funds authorized in Part IA, Section 1, X.B. Other Operating Expenses, the Department of Education may directly pay, or reimburse employees, for the cost of a medical examination as required in Part 391, Subpart E of the Federal Motor Carrier Safety Regulations, for employees that are required to operate a state vehicle transporting hazardous materials and that are required to undergo a national security background check because of the required Hazmat endorsement to their CDL.

1.33. (SDE: Budget Reduction) In compensating for any reduction in funding, local districts must give priority to preserving classroom teachers and operations. Funding reductions should first be applied to administrative and non-classroom expenses before classroom expenses are affected.

1.34. (SDE: Governor's School for the Arts and Humanities Carry Forward) Any unexpended balance on June thirtieth of the prior fiscal year of funds appropriated to or generated by the Governor's School for the Arts and Humanities may be carried forward and expended in the current fiscal year pursuant to the discretion of the Board of Trustees of the School.

1.35. (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall conspicuously publish a fee schedule on their respective websites.

1.36. (SDE: School District Furlough) Should there be a midyear reduction in state funding to the districts, school districts may institute employee furlough programs for district-level and school-level professional staff. Before any of these employees may be furloughed, the chairman of the governing body of the school district must certify that all fund flexibility provided by the General Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. The certification must include a detailed report by the superintendent of the specific action taken by the district to avoid a year-end deficit. The certification and report must be in writing and delivered to the State Superintendent of Education and a copy must be forwarded to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

The local school district board of trustees may implement a furlough of personnel once certification to the State Superintendent documents all funding flexibility has been exhausted and continued year-end deficits exist. Local school boards of trustees shall have the authority to authorize furloughs of these employees in the manner in which it sees fit. However, instructional personnel may be furloughed for up to five non-instructional days if not prohibited by an applicable employment contract with the district and provided district administrators are furloughed for twice the number of days. District administrators may only be furloughed

on non-instructional days and may not be furloughed for a period exceeding ten days. District administrators shall be defined by the Department of Education using the Professional Certified Staff (PCS) System. For individuals not coded in PCS, the determination shall be made based upon whether the individual performs the functions outlined in position codes identified by the department as administration. Educators who would have received a year's experience credit had a furlough not been implemented, shall not have their experience credit negatively impacted because of a furlough implementation.

During any furlough, affected employees shall be entitled to participate in the same benefits as otherwise available to them except for receiving their salaries. As to those benefits that require employer and employee contributions, including, but not limited to, contributions to the South Carolina Retirement System or the optional retirement program, the district will be responsible for making both employer and employee contributions if coverage would otherwise be interrupted; and as to those benefits which require only employee contributions, the employee remains solely responsible for making those contributions. Placement of an employee on furlough under this provision does not constitute a grievance or appeal under any employee grievance procedure. The district may allocate the employee's reduction in pay over the balance of the fiscal year for payroll purposes regardless of the pay period within which the furlough occurs.

Each local school district must prominently post on the district's internet website and make available for public viewing and downloading the most recent version of the school district's policy manual and administrative rule manual.

This proviso shall not abrogate the terms of any contract between any school district and its employees.

1.37. (SDE: School Lunch/Attendance Supervisors) For those counties in which an entity other than the school district administers the school lunch supervisor and/or attendance supervisor programs, the school districts in that county shall transfer to the entity the amount available in the previous fiscal year for administration of the school lunch supervisor and/or attendance supervisor programs. Each district shall transfer a pro rata share of the total cost based upon the percentage of state EFA funds distributed to the districts within the county.

1.38. (SDE: Replacement Facilities) The Department of Education is directed to proceed with the development of a joint-use school transportation maintenance and operations facility in Greenville County. Prior to the availability of this new facility the department shall continue to operate state school bus maintenance services from the existing Greenville School Bus Maintenance Facility located on Halton Road. All proceeds from the sale of the Halton Road Facility and Property shall become pupil transportation operating revenue of the department. The cost of the State share of the new joint-use facility, the cost of preparing the old Halton Road Facility and Property for disposal, interim relocation/construction financing, all associated relocation expenses, and all other related costs shall be funded from the proceeds received from the sale of the existing Halton Road Facility and Property. The State Treasurer shall make available all necessary interim financing to accomplish the proviso directives.

1.39. (SDE: SCGSAH Certified Teacher Designation) Because of the unique nature of the South Carolina Governor's School for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized to employ at its discretion non-certified classroom teachers teaching in the literary, visual and performing arts subject areas who are otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.

1.40. (SDE: No Discrimination Requirement) State funds must not be appropriated to a school that discriminates against or participates with or is a member of an association with policies that discriminate or afford different treatment of students based on race or national origin.

1.41. (SDE: High School Reading Initiative) The funds appropriated for the High School Reading Initiative are to be used to expand the South Carolina Reading Initiative to the high school level by providing research based targeted assistance in improving and accelerating the reading ability of ninth and tenth grade students scoring Not Met on the eighth grade PASS reading and research tests or not passing the English 1 end-of-course test as ninth graders.

1.42. (SDE: Medicaid Cash Match Accounting) The department is granted authority to transfer funds between budget lines and object codes to identify, reconcile, reimburse, and remit funds required for Medicaid cash match to the Department of Health and Human Services.

1.43. (SDE: Student Report Card-GPA) For each high school student, school districts shall be required to print the student's individual cumulative grade point average for grades nine through twelve on the student's report card.

1.44. (SDE: Governor's School Reporting) The Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics are required to submit reports as to how the non-recurring funding appropriated in this act is expended. The report must be submitted to the Chairman of the House Ways and Means Committee and the Chairman of the Senate Finance Committee by the end of the fiscal year.

1.45. (SDE: Lost & Damaged Textbook Fees) Fees for lost and damaged textbooks for the prior school year are due no later than December first of the current school year when invoiced by the Department of Education. The department may withhold textbook funding from schools that have not paid their fees by the payment deadline.

1.46. (SDE: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

1.47. (SDE: Education Finance Act Reserve Fund) There is created in the State Treasury a fund separate and distinct from the General Fund of the State and all other funds entitled the Education Finance Act Reserve Fund. All unexpended general funds appropriated to the Department of Education for the Education Finance Act in the current fiscal year shall be transferred to the Education Finance Act Reserve Fund. In the event that the amount appropriated for the Education Finance Act is insufficient to fully fund the base student cost as established by this act, revenues from the Education Finance Act Reserve Fund may be used to supplement the funds appropriated. The General Assembly may make direct appropriations to this fund. All unexpended funds in the Education Finance Act Reserve Fund and any interest accrued by the fund must remain in the fund and may be carried forward into the current fiscal year.

1.48. (SDE: Prohibit Advertising on School Buses) The Department of Education and local school districts are prohibited from selling space for or the placement of advertisements on the outside or inside of state-owned school buses.

1.49. (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school age residing in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code, ("students") shall be entitled to receive educational services from the school district in which the RTF is located ("facility school district"). The responsibility for providing appropriate educational programs and services for these students, both with and without disabilities, who are referred or placed by the State is vested in the facility school districts. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred or placed in a RTF may consider the appropriateness of providing the student's education program virtually through enrollment in either the facility district's virtual

program, the South Carolina Virtual School Program provided through the Department of Education, or a virtual charter school authorized by the South Carolina Public Charter School District. This decision should be made jointly with the best interest of the student and what is clinically indicated being considered.

A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student's enrollment in the resident school district under a medical homebound instruction program and the district approves, if appropriate, then, under these circumstances, the facility school district shall enroll the student and assume full legal and financial responsibility for the educational services including enrolling the student, approving the student's entry into a medical homebound instructional program, if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided. If the facility school district determines the educational program being offered by the RTF does not meet the educational standards outlines in the contract, the facility district shall be justified in terminating the contract.

The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting for Homebound pupils of 2.10, as set forth in Section 59-20-40 of the 1976 Code and any eligible categorical and federal funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed $45 per student per day. Facility school districts providing the educational services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the equivalent amount of EFA funds and transfer those funds to the facility school district.

If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible for the educational services. The facility school district may choose to provide the educational program to the child and, upon choosing to do so, shall contract with the appropriate entity for payment of educational serviced provided to the child. Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.

If a child is placed in a RTF by the child's parent or guardian, the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and IDEA.

All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum, which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their educational efforts.

With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate line on the facility school district's report card and must not be included in the overall performance ratings of the facility school district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery of an educational program at a RTF.

RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or exchange information, including documents and records necessary to provide appropriate educational services and/or related services as necessary to assist the facility school district in determining the resident school district. The Department of Education, in collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when appropriate, are not recorded as dropouts.

1.50. (SDE: Special Schools Flexibility) For the current fiscal year, the special schools are authorized to transfer funds among funding categories, including capital funds.

1.51. (SDE: High School Driver Education) For the current fiscal year, the requirement for high schools to provide a course in driver education is suspended however, high schools may continue to offer driver education courses if they choose to do so.

1.52. (SDE: Carry Forward Authorization) For the current fiscal year, the Department of Education is authorized to carry forward and expend any General Fund balances for school bus transportation.

1.53. (SDE: Administrative Costs Report Posting) School districts must report the amount of funds spent on administrative costs, as defined by In$ight in the prior fiscal year and post the report on the districts website. School districts shall provide an electronic copy of this report to the Department of Education in conjunction with the financial audit report required by Section 59-17-100, of the 1976 Code. If a district fails to meet these requirements they must be notified in writing by the department that the district has sixty days to comply with the reporting requirement. If the district does not report within sixty days, the department is authorized to reduce the district's base student cost by one percent until such time as the requirement is met. Once in compliance, any funds withheld will be returned to the district.

1.54. (SDE: Teaching Requirement for Certified School Employees) From the funds appropriated, all certified public school teachers, certified special school classroom teachers, certified media specialists, certified guidance counselors, certified full-time athletic directors, certified principals, certified assistant principals, and certified school district administrators that are employed by a school district should, if practicable, teach at least two classes per week within the school district they are employed.

1.55. (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance. The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students whose parent(s) or guardian(s) are not legal residents of South Carolina.

1.56. (SDE: Holocaust Funds) Funds appropriated to the Department of Education for the SC Council on Holocaust shall not be used for any other purpose nor transferred to any other program. In addition, in the event the department is required to implement a budget reduction, SC Council on Holocaust funds may not be reduced.

1.57. (SDE: South Carolina Public Charter School District Funding) The funds appropriated in Part IA, Section XI - South Carolina Public Charter School District must be allocated in the following manner: Pupils enrolled in virtual charter schools sponsored by the South Carolina Public Charter School District shall receive $1,700 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public Charter School District shall receive $3,250 per weighted pupil. Any unexpended funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for the same purpose.

1.58. (SDE: Governor's Schools Capacity) For Fiscal Year 2013-14, funds appropriated to the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics must be used to bring the schools up to full capacity, to the extent possible. Each school must report electronically to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by December first how the funds have been utilized and how many additional students have been served.

1.59. (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public schools. Twenty seven percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from the preceding year for physical education teachers. The remaining funds will be made available through a grant program

for school nurses and shall be distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the school nurse grant program.

1.60. (SDE: One Year Suspension of Programs) The following program will be temporarily suspended for Fiscal Year 2013-14: SAT/ACT Improvement. Funds appropriated to this program must be allocated to districts based on the number of weighted pupil units.

1.61. (SDE: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must not be less than $108,500.

1.62. (SDE: Impute Index Value) For Fiscal Year 2013-14 and for the purposes of calculating the index of taxpaying ability the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A) and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required pursuant to the EFA and other applicable provisions of law.

1.63. (SDE: EFA State Share) A school district that does not recognize a State share of the EFA financial requirement shall be supplemented with an amount equal to seventy percent of the school district with the least State financial requirement.

1.64. (SDE: Health Education) Each school district is required to ensure that all comprehensive health education, reproductive health education, and family life education conducted within the district, whether by school district employees or a private entity, must utilize curriculum that complies with the provisions contained in Chapter 32, Title 59. Any person may complain in a signed, notarized writing to the chairman of the governing board of a school district that matter not in compliance with the requirements of Chapter 32, Title 59 is being taught in the district. Upon receiving a notarized complaint, the chairman of the governing board must ensure that the complaint is immediately investigated and, if the complaint is determined to be founded, that immediate action is taken to correct the violation. If corrective action is not taken, then the district must have its base student cost reduced by one percent.

1.65. (SDE: Bus Lease/Purchase) The Department of Education is permitted to purchase or lease school buses in order to continue replacement of the state's school bus fleet.

1.66. (SDE: Next Generation Science Standards) No funds shall be expended in the current fiscal year by the Department of Education, the Education Oversight Committee, or the State Board of Education to participate in, implement, adopt or promote the Next Generation Science Standards initiative.

1.67. (SDE: Felton Lab Allocation) Of the funds distributed pursuant to the Education Finance Act, the Felton-Laboratory School at South Carolina State University shall receive each year, seventy percent of the funds it would have received for that year under the Education Finance Act and under aid to school districts-fringe benefits, as if it were a special school district. The calculation of the amount of funds which the Felton-Laboratory School is entitled to receive each year shall be made by the Department of Education.

1.68. (SDE: Lee County Bus Shop) From the funds appropriated in program XB, Bus Shops, in the current fiscal year, the department must fund the Lee County School District Bus Shop and the Kershaw County School District Bus Shop at the same level as they were funded in the previous fiscal year.

1.69. (SDE: School Enrollment Policy) For Fiscal Year 2013-14, any school district with an open enrollment policy for all schools or certain schools which had previously accepted certain students residing outside of the district to an academic magnet school in the district must continue to accept these students and their siblings for enrollment at the academic magnet school under the same terms and conditions these students were previously permitted to attend the school.

1.70. (SDE: District Funding Flexibility) For Fiscal Year 2013-14, districts must utilize funding flexibility provided herein to ensure that district approved safety precautions are in place at every school.

1.71. (SDE: Alternative Fuel School Bus Pilot) For the current fiscal year, the State Department of Education or any school district of the state is permitted to enter into an agreement to pilot school buses operated using alternative fuels.

1.72. (SDE: Public Charter Pupil Counts) With funds appropriated to the South Carolina Public Charter School District, the district must require each charter school to submit a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership and Weighted Pupil Unit membership. The South Carolina Public Charter School District shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee.

The South Carolina Public Charter School District must also require each virtual charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual charter school district. This data must be provided to the Department of Education quarterly and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and withdrawal information.

1.73. (SDE: Transportation Maintenance Facilities) For the current fiscal year, a school district wishing to include school bus maintenance in a contract with a private vendor may enter into an agreement with the Department of Education whereby the department releases the school district to include school bus maintenance in the private vendor contract.

1.74. (SDE: First Steps) The South Carolina First Steps to School Readiness Board of Trustees shall incorporate findings of the Legislative Audit Council within the scope of the First Steps next external evaluation. The report shall be submitted to the General Assembly no later than November 15, 2014.

1.75. (SDE: School District Activity Bus Advertisements) School Districts may sell commercial advertising space on the outside or inside of district owned activity buses. However, as defined and determined by the local school board, a school district may not sell such commercial advertising if the advertisement promotes a political candidate, ideology, or cause, a product that could be harmful to children, or a product that appeals to the prurient interest. Revenue generated from the sale of commercial advertising space shall be retained by the school district.

1.76. (SDE: School District Property) The requirements of Section 59-19-250 of the 1976 Code, as amended, which requires the consent of a governing board of a county in order for school trustees to sell or lease school property whenever they deem it expedient to do so are suspended for the current fiscal year.

1.77. (SDE: Digital Instructional Materials) Utilizing the funds appropriated for digital instructional materials, the Department of Education shall determine a per pupil amount using the prior year's 135 ADM. These funds shall be made available to all school districts using the following procedure:

(1) The Department of Education shall create a digital instructional materials list composed of those items which have been requested by districts and that have received Board approval;

(2) Districts may request that the State Board of Education review digital instructional materials for inclusion on the list when the material has been reviewed by the district, received approval by the local board of trustees for use in its district and been found to reflect the substance and level of performance outlined in the state adopted grade specific educational standards, contain current content information, and are cost effective;

(3) Within thirty days of receiving the request, the State Board of Education must approve or disapprove the district's request. Those materials receiving approval shall be placed on the department's approved digital instructional materials list. Once items are placed on the approved list, all districts may choose items from that list; and

(4) On a form provided by the department, a district may request an allocation by denoting the number of students, grade level, and subject for which the digital materials will be used. Districts may only request digital materials in one subject area and may not receive textbooks for the students using digital materials in that subject area.

District requests must be submitted to the State Board of Education for consideration not later than August fifteenth of the current fiscal year. Any funds appropriated for digital instructional materials which have not been encumbered by January fifteenth, shall be distributed to school districts which have not previously received an allocation These districts shall receive a per pupil allocation which must be used for technology infrastructure needed to prepare the district for using digital instructional materials. These funds shall not be subject to flexibility.

1.78. (SDE: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the current school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the current school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the trial and plaintiff school districts in the Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of seventy-five percent or greater.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September first, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the U.S. Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than one hundred eighty days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

If by October first of the school year at least seventy-five percent of the total number of eligible CDEPP children in a district or county are projected to be enrolled in CDEPP, Head Start or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CDEPP providers may then enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

(2) comply with all state and local health and safety laws and codes;

(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;

(4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;

(5) comply with all program, reporting, and assessment criteria required of providers;

(6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;

(7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;

(8) be approved, registered, or licensed by the Department of Social Services; and

(9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

(1) develop the provider application form;

(2) develop the child enrollment application form;

(3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;

(4) develop a list of approved pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;

(5) establish criteria for awarding new classroom equipping grants;

(6) establish criteria for the parenting education program providers must offer;

(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;

(8) develop a list of data collection needs to be used in implementation and evaluation of the program;

(9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;

(10) establish criteria for granting student retention waivers; and

(11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

(2) employ an education assistant with pre-service or in-service training in early childhood education;

(3) maintain classrooms with at least ten four-year-old children, but no more than twenty four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;

(4) offer a full day, center-based program with 6.5 hours of instruction daily for one hundred eighty school days;

(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;

(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and

(7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of fifteen hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than $185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

(1) serve as the fiscal agent;

(2) verify student enrollment eligibility;

(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

(1) serve as the fiscal agent;

(2) verify student enrollment eligibility;

(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the current school year, the funded cost per child shall be $4,218 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of $550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed $10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a

level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

(L) Pursuant to this provision, the Department of Social Services shall:

(1) maintain a list of all approved public and private providers; and

(2) provide the Department of Education and the Office of First Steps information necessary to carry out the requirements of this provision.

(M) The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers.

(N) Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January fifteenth of each year. The evaluation shall include, but is not limited to: (1) student data including the number of at-risk four-year-old kindergarten students served in publically funded programs, by county and by program; (2) program effectiveness including developmentally appropriate assessments of children to measure emerging literacy and numeracy; (3) individual classroom assessments to determine program quality; (4) longitudinal analysis of academic and non-academic measures of success for children who participated in the program; and (5) an evaluation of the professional development, monitoring and assistance offered to public and private providers.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1.79. (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) $300,000 to the Department of Education to provide bus transportation for students attending the camps; and (2) the remainder on a per pupil allocation to each school district based on the number of students who scored Not Met 1 on the third grade reading and research assessment of the prior year's Palmetto Assessment of State Standards administration. The reading camps must provide an educational program offered in the summer by each local school district for students who are substantially not demonstrating reading proficiency at the end of third grade. The camp must be six to eight weeks long for four or five days each week and include at least five and one-half hours of instructional time daily. The camps must be taught by compensated, licensed teachers who have demonstrated substantial success in helping students comprehend grade-appropriate texts. Schools and districts should partner with county or school libraries, community organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. In addition, a district may offer summer reading camps for

students who are not exhibiting reading proficiency in prekindergarten through grade two and may charge fees based on a sliding scale pursuant to Section 59-19-90 of the 1976 Code, as amended.

1.80. (SDE: Educational Credit for Exceptional Needs Children) (A) As used in this proviso:

(1) 'Independent school' means a school, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met and that does not discriminate based on the grounds of race, color, religion, or national origin.

(2) 'Parent' means the natural or adoptive parent or legal guardian of a child.

(3) 'Qualifying student' means a student who is a South Carolina resident and who is eligible to be enrolled in a South Carolina secondary or elementary public school at the kindergarten or later year level for the current school year.

(4) 'Resident public school district' means the public school district in which a student resides.

(5) 'Tuition' means the total amount of money charged for the cost of a qualifying student to attend an independent school including, but not limited to, fees for attending the school and school-related transportation.

(6) 'Eligible school' means an independent school including those religious in nature, other than a public school, at which the compulsory attendance requirements of Section 59-65-10 may be met, that:

(a) offers a general education to primary or secondary school students;

(b) does not discriminate on the basis of race, color, or national origin;

(c) is located in this State;

(d) has an educational curriculum that includes courses set forth in the state's diploma requirements and where the students attending are administered national achievement or state standardized tests, or both, at progressive grade levels to determine student progress;

(e) has school facilities that are subject to applicable federal, state, and local laws; and

(f) is a member in good standing of the Southern Association of Colleges and Schools, the South Carolina Association of Christian Schools or the South Carolina Independent Schools Association.

(7) 'Nonprofit scholarship funding organization' means a charitable organization that:

(a) is exempt from federal tax under Section 501(a) of the Internal Revenue Code by being listed as an exempt organization in Section 501(c)(3) of the Code;

(b) allocates, after its first year of operation, at least ninety-five percent of its annual contributions and revenue received during a particular year to provide grants for tuition, transportation, or textbook expenses (collectively hereinafter referred to as tuition) or any combination thereof to children enrolled in an eligible school meeting the criteria of this section, and incurs administrative expenses annually, after its first year of operation, of not more than five percent of its annual contributions and revenue for a particular year;

(c) allocates all of its funds used for grants on an annual basis to children who are 'exceptional needs' students as defined herein;

(d) does not provide grants solely for the benefit of one school, and if the Department of Revenue determines that the nonprofit scholarship funding organization is providing grants to one particular school, the tax credit allowed by this section may be disallowed;

(e) does not have as a member of its governing board any parent, legal guardian, or member of their immediate family who has a child or ward who is currently receiving or has received a scholarship grant authorized by this section from the organization within one year of the date the parent, legal guardian, or member of their immediate family became a board member; and

(f) does not have as a member of its governing board any person who has been convicted of a felony, or who has declared bankruptcy within the last seven years.

(8) 'Person' means an individual, partnership, corporation, or other similar entity.

(9) 'Transportation' means transportation to and from school only.

(B) A person is entitled to a tax credit for the amount of money the person contributes to a nonprofit scholarship funding organization up to the limits of this proviso if:

(1) the contribution is used to provide grants for tuition, transportation, or textbook expenses or any combination thereof to exceptional needs children enrolled in eligible schools who qualify for these grants under the provisions of this proviso; and

(2) the person does not designate a specific child or school as the beneficiary of the contribution.

(C) Grants may be awarded by a scholarship funding organization in an amount not exceeding ten thousand dollars or the total cost of tuition, whichever is less, for students with 'exceptional needs' to attend an independent school. An 'exceptional needs' child is defined as a child who has been designated by the South Carolina Department of Education to meet the requirements of CFR Part A Section 300.8 and the child's parents or legal guardian believe that the services provided by the school district of legal residence do not sufficiently meet the needs of the child.

(D) (1) The tax credits authorized by subsection (B) may not exceed cumulatively a total of eight million dollars for contributions made on behalf of 'exceptional needs' students. If the Department of Revenue determines that the total of such credits claimed by all taxpayers exceeds this amount, it shall allow credits only up to those amounts on a first come, first serve basis.

(2) A taxpayer may not claim more than sixty percent of their total tax liability for the year in contribution towards the tax credit authorized by subsection (B). This credit is not refundable.

(3) If a husband and wife file separate returns, they each may only claim one-half of the tax credit that would have been allowed for a joint return for the year.

(4) The person shall apply for a credit under subsection (B) on or with the tax return for the period for which the credit is claimed.

(5) The Department of Revenue shall prescribe the form and manner of proof required to obtain the credit authorized by subsection (B). Also, the department shall develop a method of informing taxpayers if either of the credit limits are met at any time during the 2013 tax year.

(6) A person may claim a credit under subsection (B) for contributions made on or after January 1, 2014.

(E) A corporation or entity entitled to a credit under subsection (B) may not convey, assign, or transfer the deduction or credit authorized by this section to another entity unless all of the assets of the entity are conveyed, assigned, or transferred in the same transaction.

(F) Except as otherwise provided, neither the Department of Education, the Department of Revenue, nor any other state agency may regulate the educational program of an independent school that accepts students receiving scholarship grants pursuant to this proviso.

(G) (1) The Education Oversight Committee, as established in Chapter 6, Title 59, is responsible for determining if an eligible school meets the criteria established by subsection (A)(6), and shall publish an approved list of such schools meeting this criteria below. For this purpose, it also shall promulgate regulations further enumerating the specifics of this criteria. In performing this function, the Education Oversight Committee shall establish an advisory committee made up of not more than nine members including parents, and representatives of independent schools and independent school associations. The advisory committee shall provide recommendations to the Education Oversight Committee on the content of these regulations and any other matters requested by the Education Oversight Committee.

(2) (a) By the first day of August for the current fiscal year, the Education Oversight Committee, on its website available to the general public, shall provide a list with addresses and telephone numbers of nonprofit scholarship funding organizations in good standing which provide grants under this proviso, and a list of approved independent schools which accept grants for eligible students and which in its determination are in compliance with the requirements of subsection (A)(6).

(b) Student test scores, by category, on national achievement or state standardized tests, or both, for all grades tested and administered by an eligible school receiving or entitled to receive scholarship grants under this proviso must be transmitted to the Education Oversight Committee which in turn shall publish this information on its website with the most recent scores by category included.

(3) Any independent school not determined to be an eligible school under the provisions of this proviso may seek review by filing a request for a contested case hearing with the Administrative Law Court in accordance with the court's rules of procedure.

(4) The Education Oversight Committee, after consultation with its nine-member advisory committee, may exempt an independent school having students with exceptional needs who receive scholarship grants pursuant to this proviso from the curriculum requirements of subsection (A)(6)(d).

(H) (1) Every nonprofit scholarship funding organization providing grants under subsection (C), shall cause an outside auditing firm to conduct a comprehensive financial audit of its operations in conformity with generally accepted accounting principles and shall furnish the same within thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review.

(2) Every independent school accepting grants for eligible students shall cause to be conducted a compliance audit by an outside entity or auditing firm examining its compliance with the provisions of this proviso, and shall furnish the same within thirty days of its completion and acceptance to the Secretary of State and Department of Revenue which must be made available by them on their website for public review.

1.81. (SDE: Interscholastic Athletic Association Dues) A public school district supported by state funds shall not use any funds or permit any school within the district to use any funds to join, affiliate with, pay dues or fees to, or in any way financially support any interscholastic athletic association, body, or entity unless the constitution, rules, or policies of the association, body, or entity contain the following:

(1) a range of sanctions that may be applied to a student, coach, team, or program and that takes into account factors such as the seriousness, frequency, and other relevant factors when there is a violation of the constitution, bylaws, rules, or other governing provisions of the association, body, or entity;

(2) (a) guarantees that private or charter schools are afforded the same rights and privileges that are enjoyed by all other members of the association, body, or entity. A private or charter school may not be expelled from or have its membership unreasonably withheld by the association, body, or entity or restricted in its ability to participate in interscholastic athletics including, but not limited to, state playoffs or championships based solely on its status as a private school or charter school. The association, body, or entity shall set reasonable standards for private or charter school admission. A private or charter school denied membership must be provided, in writing within five business days, the reason or reasons for rejection of its application for membership;

(b) guarantees that a South Carolina home school athletic team that is a member of a home school athletic association may not be denied access to preseason and regular season interscholastic athletics including, but not limited to, jamborees and invitational tournaments, based solely on its status as a home school athletic team; other rules or policies of the association, body, or entity would apply;

(3) (a) an appeals process in which appeals of the association, body, or entity are made to a disinterested third-body appellate panel which consists of seven members who serve four year terms, with one person appointed by the delegation of each congressional district;

(b) a member of the panel serves until his successor is appointed and qualifies. A vacancy on the panel is filled in the manner of the original appointment;

(c) members of the appellate panel do not concurrently serve as officers of the association, body, or entity and may not have served as a member of the executive committee within the last three years. Principals and superintendents are able to appeal a ruling of the association, body, or entity to the panel. The appellate panel also must provide the final ruling in any appeal brought against a decision of the association, body, or entity;

(4) a procedure in place for emergency appeals to be held and decided upon in an expedited manner if the normal appellate process would prohibit the participation of a student, team, program, or school in an athletic event, to include practices;

(5) provisions, implemented within one year after the effective date of this section, that require the composition of the executive committee of the association, body, or entity be geographically representative of this State.

In the event an association, body, or entity fails to include one of the items listed in this proviso, public school districts and schools must end their affiliation with the association, body, or entity prior to the beginning of the upcoming school year and are prohibited from paying dues or fees to the association, body, or entity.

1.82. (SDE: CDEPP Expansion) If by October first, First Steps or the Department of Education determine they will not expend the full amount of the CDEPP expansion funds allocated to each they are permitted to transfer any unspent funds to the other, provided that they will be used for expansion. First Steps and the Department of Education must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later than February 1st how many additional 4K programs have opened and how many additional students have been served. A public school district receiving funds pursuant to the provisions of the CDEPP expansion cannot build or add additional space, to include the addition of mobile units

and also to include displacing currently enrolled students out of their current classrooms or schools, to accommodate students in a new 4-K program.

SECTION 1A - H63-DEPARTMENT OF EDUCATION-EIA

1A.1. (SDE-EIA: XII-Prohibition on Appropriation Transfers) The amounts appropriated herein for aid to subdivisions or allocations to school districts shall not be transferred or reduced and must be expended in accordance with the intent of the appropriation. However, transfers are authorized from allocations to school districts or special line items with projected year-end excess appropriations above requirements, to allocations to school districts or special line items with projected deficits in appropriations.

1A.2. (SDE-EIA: XII.A.1 Services for Students with Disabilities) The money appropriated in Part IA, Section 1, XII.A.1. for Services for Students with Disabilities shall be used only for educational services for pupils with moderate to severe intellectual disabilities.

1A.3. (SDE-EIA: XII.B - Half Day Program for Four-Year-Olds) Funds appropriated in Part IA, Section 1, XII.B. for half-day programs for four-year-olds shall be distributed based on the prior year number of students in kindergarten eligible for free and reduce price lunch.

1A.4. (SDE-EIA: XII.A.3. African-American History) Funds provided for the development of the African-American History curricula may be carried forward into the current fiscal year to be expended for the same purpose.

1A.5. (SDE-EIA: XII.C.2-Teacher Evaluations, XII.F.2- Implementation/Education Oversight) The Department of Education is directed to oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of Juvenile Justice under the ADEPT model.

1A.6. (SDE-EIA: XII.F.2-Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has instructional personnel shall receive an allocation from the line item "Alloc. EIA - Teacher/Other Pay" in Part IA, Section 1, XII.F.2. for teachers salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson University are to be included in this allocation of funds for base salary increases. The South Carolina Governor's School for the Arts and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to increase the salaries of instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.

The funds appropriated herein in the line item "Alloc. EIA-Teacher/Other Pay" must be distributed to the agencies by the Budget and Control Board.

1A.7. (SDE-EIA: XII.A.1-Work-Based Learning) Of the funds appropriated in Part IA, Section 1, XII.A.1. for the Work-Based Learning Program, $75,000 shall be used by the State Department of Education to provide for regional professional development in

contextual methodology techniques and integration of curriculum, and professional development in career guidance for teachers and guidance counselors and training mentors. Pilot-site delivery of contextual methodology training in mathematics will be supported by technology and hands-on lab activities. In addition, $500,000 shall be allocated for Regional Career Specialists. Each Regional Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technology Education, State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and Technology Education, State Department of Education. The Office of Career and Technology Education, State Department of Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and Means Committee on accomplishments of the Career Counseling Specialists. Of the funds appropriated in the prior fiscal year, unexpended funds may be carried forward to the current fiscal year and expended for the same purposes.

1A.8. (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, XII.F.2. for the Teacher Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and $166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs. Working with districts with an absolute rating of At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees, the State Board of Education and the Education Oversight Committee by October 1 annually, in a format agreed upon by the Education Oversight Committee and the Department of Education.

With the funds appropriated CERRA shall also establish, appoint, and maintain the South Carolina Teacher Loan Advisory Committee. The Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5) South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a private higher education institution with an approved teacher education program. The members of the committee representing the public and private higher education institutions shall rotate among those intuitions and shall serve a two-year term on the committee. Initial appointments must be made by July 1, 2013, at which time the member

representing CERRA shall call the first meeting. At the initial meeting, a chairperson and vice-chairperson must be elected by a majority vote of the committee. The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to: (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

1A.9. (SDE-EIA: XII.F.2-Disbursements/Other Entities) Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, S.C. Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, XII.F.2. Other State Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology, which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office is authorized to make necessary appropriation reductions in Part IA, Section 1, XII.F.2. to prevent duplicate appropriations. If the Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start of the fiscal year do not agree with the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities, the "other funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the Comptroller General's Office to conform to the appropriations in Part IA, Section 1, XII.F.2. Other State Agencies and Entities.

1A.10. (SDE-EIA: XII.A.1-Arts in Education) Funds appropriated in Part IA, Section 1, XII.A.1. Arts Curricula shall be used to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance, music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators. Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the proposed award.

1A.11. (SDE-EIA: XII.C.2-Teacher Supplies) All certified public school teachers, certified special school classroom teachers, certified media specialists, and certified guidance counselors who are employed by a school district or a charter school as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of up to two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district these funds shall be disbursed in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab,

Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's 2013 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended 2013 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision.

1A.12. (SDE-EIA: XI.C.2-Teacher of the Year Awards) Of the funds provided herein for Teacher of the Year Awards, each district Teacher of the Year shall receive an award of $1,000. In addition, the State Teacher of the Year shall receive an award of $25,000, and each of the four Honor Roll Teachers of the Year will receive an award of $10,000. To be eligible, districts must participate in the State Teacher of the Year Program sponsored by the State Department of Education. These awards shall not be subject to South Carolina income taxes.

1A.13. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes.

1A.14. (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance to schools with an absolute rating of below average or at-risk on the most recent annual school report card must be allocated according to the severity of not meeting report card criteria.

Schools receiving an absolute rating of below average or at-risk must develop and submit to the Department of Education a school renewal plan outlining goals for improvements. Of the technical assistance funds allocated to below average or at-risk schools each allocation must address specific strategies designed to increase student achievement and must include measures to evaluate success. The school renewal plan may include expenditures for recruitment incentives for faculty and staff, performance incentives for faculty and staff, assistance with curriculum and test score analysis, professional development activities based on curriculum and test score analysis that may include daily stipends if delivered on days outside of required contract days. School expenditures of technical assistance shall be monitored by the Department of Education.

With the funds appropriated to the Department of Education for technical assistance services, the department will assist schools with an absolute rating of below average or at-risk in designing and implementing technical assistance school renewal plans and in brokering for technical assistance personnel as needed and as stipulated in the plan. In addition, the department must monitor student academic achievement and the expenditure of technical assistance funds in schools receiving these funds and report their findings to the General Assembly and the Education Oversight Committee by January first of each fiscal year as the General Assembly may direct. If the Education Oversight Committee or the department requests information from schools or school districts regarding the expenditure of technical assistance funds pursuant to evaluations, the school or school district must provide the evaluation information necessary to determine effective use. If the school or school district does not provide the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for the failure to provide the required information.

No more than five percent of the total amount appropriated for technical assistance services to schools with an absolute rating of below average or at-risk may be retained and expended by the department for implementation and delivery of technical assistance services. Using previous report card data, the department shall identify priority schools. Up to $6,000,000 of the total funds appropriated for technical assistance shall be used by the department to work with those schools identified as priority schools. These funds shall not be transferred to any other funding category by the school district without prior approval of the State Superintendent of Education.

The department will create a system of levels of technical assistance for schools that will receive technical assistance funds. The levels will be determined by the severity of not meeting report card criteria. The levels of technical assistance may include a per student allocation, placement of a principal mentor, replacement of the principal, and/or reconstitution of a school.

Reconstitution means the redesign or reorganization of the school, which includes the declaration that all positions in the school are considered vacant. Certified staff currently employed in priority schools must undergo a formal evaluation in the spring following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment at that school. Student achievement will be considered as a significant factor when determining whether to rehire existing staff. Educators who were employed at a school that is being reconstituted prior to the effective date of this proviso and to whom the employment and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators who are employed in the district and assigned to the priority schools after the effective date of this proviso, in the event of a reconstitution of the school in which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff. Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who are currently on an induction or annual contract, that subsequently are offered continuing contract status after the effective date of this proviso, and are employed at a school that is subject to reconstitution under this proviso.

The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the principal and/or principal mentor, the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April first, at which time notice shall be given to all employees of the school. The department, in

consultation with the principal and district superintendent, shall develop a staffing plan, recruitment and performance bonuses, and a budget for each reconstituted school.

Upon approval of the school renewal plans by the department and the State Board of Education, a newly identified school or a currently identified school with an absolute rating of below average or at-risk on the report card will receive a base amount and a per pupil allocation based on the previous year's average daily membership as determined by the annual budget appropriation. No more than fifteen percent of funds not expended in the prior fiscal year may be carried forward and expended in the current fiscal year for strategies outlined in the school's renewal plan. Schools must use technical assistance funds to augment or increase, not to replace or supplant local or state revenues that would have been used if the technical assistance funds had not been available. Schools must use technical assistance funds only to supplement, and to the extent practical, increase the level of funds available from other revenue sources.

1A.15. (SDE-EIA: Proviso Allocations) In the event an official EIA revenue shortfall is declared by the Board of Economic Advisors, the Department of Education may reduce any allocation in Section 1A specifically designated by proviso in accordance with the lower Board of Economic Advisors revenue estimate as directed by the Office of State Budget. No allocation for teacher salaries shall be reduced as a result of this proviso.

1A.16. (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance of effort requirement for federal program, required for debt service or bonded indebtedness. All school districts and special schools of this State may suspend professional staffing ratios and expenditure regulations and guidelines at the sub-function and service area level, except for four-year old programs and programs serving students with exceptional needs.

In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per pupil expenditures must be utilized within the In$ite categories of instruction, instructional support, and non-instruction pupil services. No portion of the seventy-five percent may be used for business services, debt service, capital outlay, program management, and leadership services, as defined by In$ite. The school district shall report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional support, and non-instruction pupil services for the current school year ending June thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

"In$ite" means the financial analysis model for education programs utilized by the Department of Education.

School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and expanding virtual instruction.

School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil allocation due to them for each categorical program.

Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school district must certify where non-instructional or non-essential programs have been suspended and the specific flexibility actions taken. The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting, and the certification must be conspicuously posted on the internet website maintained by the school district.

For the current fiscal year, Section 59-21-1030 is suspended. Formative assessments for grades one, two, and nine, the foreign language program assessment, and the physical education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the most economical type of bus fuel.

For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school districts based on weighted pupil units.

School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars, from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made available for public viewing and downloading. The register must include for each expenditure:

(i) the transaction amount;

(ii) the name of the payee; and

(iii) a statement providing a detailed description of the expenditure.

The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must not include any information that can be used to identify an individual employee. The register must be accompanied by a complete explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at least once a month.

Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

The Comptroller General must establish and maintain a website to contain the information required by this section from a school district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate between the school districts and search for the information they are seeking.

School districts that do not maintain an internet website must transmit all information required by this provision to the Comptroller General in a manner and at a time determined by the Comptroller General to be included on the internet website.

The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title 30, the South Carolina Freedom of Information Act.

1A.17. (SDE-EIA: Teacher Salary Supplement) The department is directed to carry forward prior year unobligated teacher salary supplement and related employer contribution funds into the current fiscal year to be used for the same purpose.

1A.18. (SDE-EIA: Dropout Prevention and High Schools That Work Programs) The Department of Education must report annually by December first, to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee on the effectiveness of dropout prevention programs funded by the Education and Economic Development Act and on the High Schools that Work Programs' progress and effectiveness in providing a better prepared workforce and student success in post-secondary education. The department, school districts, and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal that were allocated for High Schools That Work.

1A.19. (SDE-EIA: Assessment) The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the purpose of paying for state assessment activities not completed by the end of the fiscal year including the scoring of the spring statewide accountability assessment.

1A.20. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's In$ite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.21. (SDE-EIA: Core Curriculum Materials) The funds appropriated in Part IA, Section 1, XII.A.3 for instructional materials for core curriculum shall be expended consistent with the requirements of Section 59-31-600 of the 1976 Code requiring the development of higher order thinking skills and critical thinking which should be integrated throughout the core curriculum instructional materials. Furthermore, the evaluation criteria used to select instructional materials with funds appropriated in Part IA, Section 1, XII.A.3 shall include a weight of up to ten percent of the overall criteria to the development of higher order thinking skills and critical thinking.

1A.22. (SDE-EIA: XII-E.2.- Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 XII.E.2 for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified staff's Professional Development plan. The Department of Education's professional development tracking, prescriptive and electronic portfolio system for certified staff is the preferred method for demonstrating technology proficiency as this system is aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

1A.23. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee.

1A.24. (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll

than available space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.

1A.25. (SDE-EIA: Reading) Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade three, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades four through eight. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.

Fifty percent of the funds shall be allocated to school districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. Fifty percent of the funds shall be allocated to the Department of Education to provide districts with research-based strategies and professional development and to work directly with schools and districts to assist with implementation of research-based strategies. When providing professional development the department and school districts must use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall provide for an evaluation to review first year implementation activities and to establish measurements for monitoring impact on student achievement.

1A.26. (SDE-EIA: Artistically and Academically High-Achieving Students) EIA funds appropriated for high achieving students must be allocated to districts based on three factors: (1) the number of students served in academic gifted and talented programs based on the prior year's one hundred thirty-five day count of average daily membership adjusted for the current year's forty-five day count and the number of students identified as artistically gifted and talented; (2) the number of students taking Advanced Placement or International Baccalaureate (IB) exams in the prior year; and (3) a per pupil allocation for charter schools serving state-identified artistically and academically high-achieving students in core academic classes with an accelerated curriculum that has been verified by the Department of Education to meet the requirements of State Board of Education Regulation 43-220 and if they are serving state-identified artistically and academically high-achieving students in core academic courses which are included on the prior year's Commission on Higher Education's list of transferable courses. The Department of Education shall report to the Senate Education Committee and the House Education and Public Works Committee regarding the allocation and distribution of the funds by June first. At least eighty-five percent of the funds appropriated for each student classified herein must be spent for instruction and instructional support for students who generated the funds. Up to $500,000 of the funds may be retained by the Department of Education for teacher endorsement and certification activities. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

The board of trustees of a school district electing to charge a fee to the parent or legal guardian of a student taking the Advanced Placement or International Baccalaureate exam is required to develop a policy for such a fee which accounts for the student's ability to pay and at an amount not to exceed the actual test cost. A test fee may not be charged to students eligible for free lunch and must be pro rata for students eligible for reduced price lunch if the parent or legal guardian requests.

1A.27. (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic risk of school failure, which include funds for Act 135 Academic Assistance, summer school, reduce class size, alternative schools, parent support and family literacy, must be allocated to school districts based two factors: (1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics. At least eighty-five percent of the funds allocated for students classified as at academic risk must be spent on instruction and instructional support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families. Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met on grades three through eight in reading and mathematics state assessments. Public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the number of students at academic risk of school failure served.

1A.28. (SDE-EIA: Professional Development) EIA funds appropriated for professional development must be allocated to districts based on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the one hundred thirty-five day count of the prior school year. The funds must be expended on professional development for certificated instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas, including teaching in and through the arts. No more than twenty-five percent of the funds appropriated for professional development may be retained by the Department of Education for the administration and provision of professional development services. The Department of Education must provide professional development on assessing student mastery of the content standards through classroom, formative and end-of-year assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development Standards and provide training through telecommunication methods to school leadership on the professional development standards.

1A.29. (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Of the funds appropriated and/or authorized for assessment, up to $4,600,000 shall be used for assessments to determine eligibility of students for gifted and talented programs and for the cost of Advanced Placement and International Baccalaureate exams.

1A.30. (SDE-EIA: Adult Education) A minimum of thirty percent of the funds appropriated for adult education must be allocated to school districts to serve adult education students between the ages of seventeen and twenty-one who are enrolled in programs leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate (WorkKeys). The remaining funds will be allocated to districts based on a formula which includes target populations without a high school credential, program enrollment the previous school year, total hours of attendance the previous school year, and performance factors such as number of high school credentials and career readiness certificates awarded the previous school year. Overall levels of state funding must meet the federal requirement of state maintenance of effort. Each school district must collect information from both the student and the school including why the student has enrolled in Adult Education and whether or not the student is pursuing a GED or Diploma. The school district must then provide a quarterly report to the Department of Education and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and

Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the information.

1A.31. (SDE-EIA: Clemson Agriculture Education Teachers) The funds appropriated in Part IA, Section XII.F.2 for Clemson Agriculture Education Teachers must be transferred to Clemson University PSA to fund summer employment of agriculture teachers and to cover state-mandated salary increases on that portion of the agriculture teachers' salaries attributable to summer employment.

1A.32. (SDE-EIA: Incentive for National Board Certification After June 30, 2010) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who complete the application process on or after July 1, 2010 shall be paid a $5,000 salary supplement in the year of achieving certification. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice and Palmetto Unified School District 1. The $5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed ten years of the national certificate. However, the $5,000 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer whereby teachers who are United States citizens or permanent resident aliens apply to the National Board for Professional Teaching Standards for certification on or after July 1, 2010. Should the program not be suspended, up to nine hundred applications shall be processed annually. Of the funds appropriated in Part IA, Section 1, XII.C.2. for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of teachers applying to the National Board for Professional Teaching Standards for certification.

1A.33. (SDE-EIA: Child Development Education Pilot Program) There is created the South Carolina Child Development Education Pilot Program (CDEPP). This program shall be available for the current school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

(A) For the current school year, with funds appropriated by the General Assembly, the South Carolina Child Development Education Pilot Program shall first be made available to eligible children from the trial and plaintiff school districts in the Abbeville County School District et. al. vs. South Carolina and then expanded to eligible children residing in school districts with a poverty index of seventy-five percent or greater.

Unexpended funds from the prior fiscal year for this program shall be carried forward and shall remain in the program. In rare instances, students with documented kindergarten readiness barriers may be permitted to enroll for a second year, or at age five, at the discretion of the Department of Education for students being served by a public provider or at the discretion of the Office of South Carolina First Steps to School Readiness for students being served by a private provider.

(B) Each child residing in the pilot districts, who will have attained the age of four years on or before September first, of the school year, and meets the at-risk criteria is eligible for enrollment in the South Carolina Child Development Education Pilot Program for one year.

The parent of each eligible child may enroll the child in one of the following programs:

(1) a school-year four-year-old kindergarten program delivered by an approved public provider; or

(2) a school-year four-year-old kindergarten program delivered by an approved private provider.

The parent enrolling a child must complete and submit an application to the approved provider of choice. The application must be submitted on forms and must be accompanied by a copy of the child's birth certificate, immunization documentation, and documentation of the student's eligibility as evidenced by family income documentation showing an annual family income of one hundred eighty-five percent or less of the federal poverty guidelines as promulgated annually by the United States Department of Health and Human Services or a statement of Medicaid eligibility.

In submitting an application for enrollment, the parent agrees to comply with provider attendance policies during the school year. The attendance policy must state that the program consists of 6.5 hours of instructional time daily and operates for a period of not less than one hundred eighty days per year. Pursuant to program guidelines, noncompliance with attendance policies may result in removal from the program.

No parent is required to pay tuition or fees solely for the purpose of enrolling in or attending the program established under this provision. Nothing in this provision prohibits charging fees for childcare that may be provided outside the times of the instructional day provided in these programs.

If by October first of the school year at least seventy-five percent of the total number of eligible CDEPP children in a district or county are projected to be enrolled in CDEPP, Head Start or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, CDEPP providers may then enroll pay-lunch children who score at or below the twenty-fifth national percentile on two of the three DIAL-3 subscales and may receive reimbursement for these children if funds are available.

(C) Public school providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Department of Education. Private providers choosing to participate in the South Carolina Four-Year-Old Child Development Kindergarten Program must submit an application to the Office of First Steps. The application must be submitted on the forms prescribed, contain assurances that the provider meets all program criteria set forth in this provision, and will comply with all reporting and assessment requirements.

Providers shall:

(1) comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;

(2) comply with all state and local health and safety laws and codes;

(3) comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;

(4) be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;

(5) comply with all program, reporting, and assessment criteria required of providers;

(6) maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent or guardian and teacher conferences;

(7) designate whether extended day services will be offered to the parents/guardians of children participating in the program;

(8) be approved, registered, or licensed by the Department of Social Services; and

(9) comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available. However if enrollment exceeds available space, providers shall enroll children with first priority given to children with the lowest scores on an approved pre-kindergarten readiness assessment. Private providers shall not be required to expand their programs to accommodate all children desiring enrollment. However, providers are encouraged to keep a waiting list for students they are unable to serve because of space limitations.

(D) The Department of Education and the Office of First Steps to School Readiness shall:

(1) develop the provider application form;

(2) develop the child enrollment application form;

(3) develop a list of approved research-based preschool curricula for use in the program based upon the South Carolina Content Standards, provide training and technical assistance to support its effective use in approved classrooms serving children;

(4) develop a list of approve pre-kindergarten readiness assessments to be used in conjunction with the program, provide assessments and technical assistance to support assessment administration in approved classrooms serving children;

(5) establish criteria for awarding new classroom equipping grants;

(6) establish criteria for the parenting education program providers must offer;

(7) establish a list of early childhood related fields that may be used in meeting the lead teacher qualifications;

(8) develop a list of data collection needs to be used in implementation and evaluation of the program;

(9) identify teacher preparation program options and assist lead teachers in meeting teacher program requirements;

(10) establish criteria for granting student retention waivers; and

(11) establish criteria for granting classroom size requirements waivers.

(E) Providers of the South Carolina Child Development Education Pilot Program shall offer a complete educational program in accordance with age-appropriate instructional practice and a research based preschool curriculum aligned with school success. The program must focus on the developmental and learning support children must have in order to be ready for school. The provider must also incorporate parenting education that promotes the school readiness of preschool children by strengthening parent involvement in the learning process with an emphasis on interactive literacy.

Providers shall offer high-quality, center-based programs that must include, but shall not be limited to, the following:

(1) employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education or the Office of First Steps to School Readiness;

(2) employ an education assistant with pre-service or in-service training in early childhood education;

(3) maintain classrooms with at least ten four-year-old children, but no more than twenty four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of ten children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education for public providers or by the Office of First Steps to School Readiness for private providers on a case-by-case basis;

(4) offer a full day, center-based program with 6.5 hours of instruction daily for one hundred eighty school days;

(5) provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;

(6) engage parents' participation in their child's educational experience that shall include a minimum of two documented conferences per year; and

(7) adhere to professional development requirements outlined in this article.

(F) Every classroom providing services to four-year-old children established pursuant to this provision must have a lead teacher with at least a two-year degree in early childhood education or related field and who is enrolled and is demonstrating progress toward the completion of a teacher education program within four years. Every classroom must also have at least one education assistant per classroom who shall have the minimum of a high school diploma or the equivalent, and at least two years of experience working with children under five years old. The teaching assistant shall have completed the Early Childhood Development Credential (ECD) 101 or enroll and complete this course within twelve months of hire. Providers may request waivers to the ECD 101 requirement for those assistants who have demonstrated sufficient experience in teaching children five years old and younger. The providers must request this waiver in writing to their designated administrative agency (First Steps or the Department of Education) and provide appropriate documentation as to the qualifications of the teaching assistant.

(G) The General Assembly recognizes there is a strong relationship between the skills and preparation of pre-kindergarten instructors and the educational outcomes of students. To improve these education outcomes, participating providers shall require all personnel providing instruction and classroom support to students participating in the South Carolina Child Development Education Pilot Program to participate annually in a minimum of fifteen hours of professional development to include teaching children from poverty. Professional development should provide instruction in strategies and techniques to address the age-appropriate progress of pre-kindergarten students in developing emergent literacy skills, including but not limited to, oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development.

(H) Both public and private providers shall be eligible for transportation funds for the transportation of children to and from school. Nothing within this provision prohibits providers from contracting with another entity to provide transportation services provided the entities adhere to the requirements of Section 56-5-195. Providers shall not be responsible for transporting students attending programs outside the district lines. Parents choosing program providers located outside of their resident district shall be responsible for transportation. When transporting four-year-old child development students, providers shall make every effort to transport them with students of similar ages attending the same school. Of the amount appropriated for the program, not more than $185 per student shall be retained by the Department of Education for the purposes of transporting four-year-old students. This amount must be increased annually by the same projected rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act.

(I) For all private providers approved to offer services pursuant to this provision, the Office of First Steps to School Readiness shall:

(1) serve as the fiscal agent;

(2) verify student enrollment eligibility;

(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(J) For all public school providers approved to offer services pursuant to this provision, the Department of Education shall:

(1) serve as the fiscal agent;

(2) verify student enrollment eligibility;

(3) recruit, review, and approve eligible providers. In considering approval of providers, consideration must be given to the provider's availability of permanent space for program service and whether temporary classroom space is necessary to provide services to any children;

(4) coordinate oversight, monitoring, technical assistance, coordination, and training for classroom providers;

(5) serve as a clearing house for information and best practices related to four-year-old kindergarten programs;

(6) receive, review, and approve new classroom grant applications and make recommendations for approval based on approved criteria;

(7) coordinate activities and promote collaboration with other private and public providers in developing and supporting four-year-old kindergarten programs;

(8) maintain a database of the children enrolled in the program; and

(9) promulgate guidelines as necessary for the implementation of the pilot program.

(K) The General Assembly shall provide funding for the South Carolina Child Development Education Pilot Program. For the current school year, the funded cost per child shall be $4,218 increased annually by the rate of inflation as determined by the Division of Research and Statistics of the Budget and Control Board for the Education Finance Act. Eligible students enrolling with private providers during the school year shall be funded on a pro rata basis determined by the length of their enrollment. Private providers transporting eligible children to and from school shall be eligible for a reimbursement of $550 per eligible child transported. Providers who are reimbursed are required to retain records as required by their fiscal agent. Providers enrolling between one and six eligible children shall be eligible to receive up to $1,000 per child in materials and equipment grant funding, with providers enrolling seven or more such children eligible for grants not to exceed $10,000. Providers receiving equipment grants are expected to participate in the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider to return a portion of the equipment allocation at a

level determined by the Department of Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department of Education and the Office of First Steps.

(L) Pursuant to this provision, the Department of Social Services shall:

(1) maintain a list of all approved public and private providers; and

(2) provide the Department of Education and the Office of First Steps information necessary to carry out the requirements of this provision.

(M) The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers.

(N) Of the funds appropriated, $300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January 15 of each year. The evaluation shall include, but is not limited to: (1) student data including the number of at-risk four-year-old kindergarten students served in publically funded programs, by county and by program; (2) program effectiveness including developmentally appropriate assessments of children to measure emerging literacy and numeracy; (3) individual classroom assessments to determine program quality; (4) longitudinal analysis of academic and non-academic measures of success for children who participated in the program; and (5) an evaluation of the professional development, monitoring and assistance offered to public and private providers.

To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall use this data and all other collected and maintained data necessary to conduct a research based review of the program's implementation and assessment of student success in the early elementary grades.

1A.34. (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, XII.A.1 Aid to Districts shall be dispersed to school districts based on the number of weighted pupil units.

1A.35. (SDE-EIA: Carry Forward) EIA carry forward from the prior fiscal year and Fiscal Year 2013-14 and not otherwise appropriated or authorized must be carried forward and expended first to provide Clemson University with $1,000,000 no later than July fifteenth to fund a summer reading pilot program for low income elementary school students. Clemson University will work in conjunction with the Education Oversight Committee to determine the outcomes of the program. Clemson University is authorized to retain no more than fifteen percent of the funds to complete the study. Funds also must be expended to provide $200,000 to each school that was designated by the department as a Palmetto Priority School in the prior year but did not receive an allocation of EIA technical assistance funds in the prior fiscal year to improve teacher recruitment and retention, to reduce the district's dropout rate, to improve student achievement in reading/literacy, or to train teachers in how to teach children of poverty as stipulated in the school's renewal plan. If funds are not sufficient to provide $200,000 to each qualifying school, the $200,000

shall be reduced on a pro-rata basis. Any balance remaining must be expended for school bus fuel costs, National Board Supplements, and Instructional Materials.

1A.36. (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, $350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, non-traditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

1A.37. (SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section XII.A.1 Aid to Districts according to Proviso 1A.34 for Fiscal Year 2013-14, the department shall direct funds appropriated in Section XII.A.1 Aid To Districts to school districts and special schools for supplemental support of programs and services for students with disabilities, to meet the estimated maintenance of effort for IDEA. Funds provided for the maintenance of effort for IDEA may not be transferred to any other purpose and therefore are not subject to flexibility. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average Daily Membership. For continued compliance with the federal maintenance of efforts requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of effort requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a manner that is disproportionate to the level of overall reduction to state programs in general. By December 1, 2013, the department must submit an estimate of the IDEA MOE requirement to the General Assembly and the Governor. The department is directed to transfer $350,000 to the South Carolina Autism Society for the Autism Parent-School Partnership Program, as long as sufficient funds are available to meet the IDEA maintenance of effort.

1A.38. (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, $800,000 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally certified programs in career and technology education representing the automotive, construction, engineering, healthcare, mechanical contracting/construction, and hospitality tourism career clusters. Organizations applying for a grant must do so by July first and the Department of Education must award a minimum of one grant of at least $150,000 in at least four of these specified career clusters to be used exclusively for career and technology education. The recipient industry organization must conduct end-of-course exams graded by a national industry organization and must include in their grant request how the money will be spent to further industry-specific career technology education; a description and history of their program nationally and within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August first of the following year, the organization must submit to the department a report detailing how the grant increased industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs; student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors about

the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must submit a semi-annual report on the last day of December that has been audited by a third party accounting firm in addition to the final report due August first.

1A.39. (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds appropriated in Part IA, Section 1, XII.F.2. will continue to report annually to the Education Oversight Committee (EOC). Any entity receiving funds that must flow through a state agency will receive those funds through the EOC. The EOC will make funding recommendations to the Governor and General Assembly as part of the agency's annual budget request.

1A.40. (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section 1, XII.F.2. South Carolina Educational Television must provide training and technical support on the educational resources available to teachers and school districts.

1A.41. (SDE-EIA: Career and Technology Education Consumables) Funds appropriated for Career and Technology Education may be utilized to purchase textbooks, instructional materials and other consumables used in classroom instruction.

1A.42. (SDE-EIA: XII.C.2.-Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Division of Budget and Analyses. For the current school year the Southeastern average teacher salary is projected to be $48,858. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

The statewide minimum teacher salary schedule used in Fiscal Year 2012-13 will continue to be used in Fiscal Year 2013-14.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers.

Funds appropriated in Part IA, Section 1, XII.C.2. for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50 (b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

1A.43. (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school

districts on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. The Department of Education shall report to the Senate Education Committee and the House Education and Public Works Committee on the implementation of a dropout recovery rate.

1A.44. (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT) With funds appropriated in the current fiscal year, the Department of Education, school districts, the Department of Juvenile Justice and special schools of the state may continue implementation of the ADEPT program. Governing boards of public institutions of higher education may provide by policy or regulation for a tuition waiver for the tuition for one three-hour course at that institution for those public school teachers who serve as supervisors for full-time students completing education degree requirements. Unexpended funds appropriated for this purpose may be carried forward from the prior fiscal year into the current fiscal year and expended for the same purposes.

1A.45. (SDE-EIA: Summer Exit Exam Cost) Funds appropriated in Part IA, Section 1, XII.A.2 may be used to offset the costs of the summer administration of the Exit Examination. These funds may be expended to cover the costs related to developing, printing, shipping, scoring, and reporting the results of the assessments. Local school districts may absorb local costs related to administration.

1A.46. (SDE-EIA: Refurbishing Science Kits) Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs.

1A.47. (SDE-EIA: Assessment Preparation) From the funds appropriated in Part IA for Assessment Preparation, the Department of Education shall institute a plan reviewing the strengths and weaknesses of students on national assessments such as, but not limited to, the SAT, ACT, WorkKeys, GED, Advanced Placement exams, and International Baccalaureate exams. The department shall use reports that analyze student strengths and weaknesses to provide guidance to local school districts.

1A.48. (SDE-EIA: Next Generation Science Standards) No funds shall be expended in the current fiscal year by the Department of Education, the Education Oversight Committee, or the State Board of Education to participate in, implement, adopt or promote the Next Generation Science Standards initiative.

1A.49. (SDE-EIA: XII.C.2-National Board Certification Incentive) Public school classroom teachers to include teachers employed at the special schools or classroom teachers who work with classroom teachers to include teachers employed at the special schools who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 shall be paid a $7,500 salary supplement beginning July first in the year following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governor's School for Science and Math, Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice

and Palmetto Unified School District 1. The $7,500 salary supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the $7,500 supplement shall be adjusted on a pro rata basis for the teacher's FTE and paid to the teacher in accordance with the district's payroll procedure. The Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) shall administer the programs whereby teachers who are United States citizens or permanent resident aliens, and who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010, may receive a loan equal to the amount of the application fee. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 shall have one-half of the loan principal amount and interest forgiven when the required portfolio is submitted to the national board. Teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010 who attain certification within three years of receiving the loan will have the full loan principal amount and interest forgiven. Teachers who previously submitted a portfolio to the National Board for Professional Teaching Standards for certification under previous appropriation acts, shall receive reimbursement of their certification fee as prescribed under the provisions of the previous appropriation act. Funds collected from educators who are in default of the National Board loan shall be retained and carried forward by the department. The department may retain up to ten percent of the funds collected to offset the administrative costs of loan collection. All other funds shall be retained by the department and used for National Board loan purposes. Of the funds appropriated in Part IA, Section 1, XII.C.2 for National Board Certification, the Department of Education shall transfer to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) the funds necessary for the administration of the loan program for teachers who applied to the National Board for Professional Teaching Standards for certification prior to July 1, 2010. In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national board certification. National board certified teachers who have been certified by the National Board for Professional Teaching Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and continuing contract status. Their recertification cycle will be consistent with national board certification.

Provided, further, that in calculating the compensation for teacher specialists, the Department of Education shall include state and local compensation as defined in Section 59-18-1530 to include local supplements except local supplements for National Board certification. Teacher specialists remain eligible for state supplement for National Board certification.

1A.50. (SDE-EIA: XII.F.2. Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and effectiveness.

1A.51. (SDE-EIA: XII.F.2. STEM Centers SC) All EIA-funded entities that provide professional development and science programming to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

1A.52. (SDE-EIA: Technology Academy Pilot) For Fiscal Year 2013-14 the Department of Education is directed to enter into an agreement with a provider who provides Microsoft IT Academy certification to pilot the Microsoft Technology Academy utilizing available Modernize Vocational Equipment funds. The department must offer high schools across the state the opportunity to participate in the pilot project. The department must report by February 1, 2014 to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance Committee, and the Senate Education Committee on the number of high schools that participated in the pilot and the number of students earning the Microsoft Office Specialists certification.

1A.53. (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the assessment of public education in South Carolina that support increased student achievement in reading and college and career readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student academic success based on evidence-based models. These funds may also focus on creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the General Assembly on the measurement results.

1A.54. (SDE-EIA: XII.F.2 CHE/CERRA) The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further, CERRA is directed to develop a plan and a reasonable timeframe for approving additional TF programs at other public, four-year institutions who wish to be considered to host a TF program, provided the proposed programs meet the requirements for a TF program, as set forth by the CERRA Board of Directors.

1A.55. (SDE-EIA: XII.A.1 - Aid to Districts Draw Down) For Fiscal Year 2013-14, in order to draw down funds appropriated in Part IA, Section 1, XII.A.1, Aid to Districts, a school district must work with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no later than September 1, 2013. The department must report to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee and the Chairman of the Senate Education Committee by September 30, 2013, on any districts that failed to submit an updated plan.

1A.56. (SDE-EIA: XII.F.2-CERRA/Teaching Fellows) The additional funds provided to CERRA in the current fiscal year must only be used to support the Teaching Fellows and Teacher Cadet programs.

1A.57. (SDE-EIA: Academic Enrichment Activities) For Fiscal Year 2013-14 school districts may use funds appropriated for High Achieving Students for academic enrichment activities.

1A.58. (SDE-EIA: South Carolina Success Program) From the funds in specific appropriations Assessment/Testing, the Department of Education shall issue a request for proposal to provide a statewide South Carolina Success Program, a program to be available to all public school districts and open-enrollment charters in the State of South Carolina. The department may use up to $3,500,000 of the local assessment funds for this program. This program shall provide academic support to students and teachers to help ensure on grade level achievement in reading by making available for grades PreK-8 an online-delivered, interactive reading assessment and research-based intervention program for use both at school and at home. This online program must automatically place students into an individualized on-line curriculum and instruction, provide teachers and administrators with immediate reporting, provide recommendations for interventions and teacher lessons, and provide small group instruction lessons. The program must provide computer adaptive assessments at least eight times per year, and teachers, principals, and districts must have immediate on-line reporting to identify those students who are not reading on grade-level and those that are at risk of failing the state reading assessment pursuant to Section 59-18-310 of the 1976 Code, as amended. The program must make available to parents reporting and resources regarding student participation via a home portal. To ensure effective implementation of the program in conjunction with the beginning of the academic school year, the Department of Education shall issue a request for proposal to carry out the requirements of this provision no later than July 5, 2013. Implementation of the program must begin no later than August 15, 2013.

1A.59. (SDE-EIA: Pilot Assessment) In the current fiscal year and from funds appropriated, there is created a pilot assessment. The Education Oversight Committee may select no more than five school districts to participate in the pilot. To be eligible to participate in the pilot, a school district must have received an absolute rating of Excellent on its most recent state report card and a letter grade of “A” on the most recent federal report card. The district must request and receive approval from the Education Oversight Committee and the State Board of Education to use an alternative assessment to current state assessments in grades three through eight to measure student performance on English language arts, mathematics and science, and in high school the district may use alternative assessments to the High School Assessment program to measure college and career readiness, or any combination thereof. The alternative assessments must be aligned to college and career readiness standards as approved by the State Board of Education and the Education Oversight Committee. The district may use financial flexibility to absorb any additional costs of the alternative assessments with state, local or other funds. The district must still administer the Palmetto Assessment of State Standards in grades three through eight in social studies and the state end-of-course assessment program as funded with EIA revenues. Unless otherwise provided for in law, students graduating in the current fiscal year must still pass all exit exam requirements. The Education Oversight Committee, working with school districts in the pilot, must devise an alternative state district and school report card. In addition the Department of Education must request changes to its ESEA waiver to permit alternative and innovative approaches to assessment.

1A.60. (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools.

SECTION 3 - H66-LOTTERY EXPENDITURE ACCOUNT

3.1. (LEA: Audit) Each state agency receiving lottery funds shall develop and implement procedures to monitor the expenditures of lottery funds in order to ensure that lottery funds are expended in accordance with applicable state laws, rules, and regulations. The Office of the State Auditor shall ensure that state agencies receiving lottery funds have procedures in place to monitor expenditures of lottery funds and that the monitoring procedures are operating effectively.

3.2. (LEA: Technology Lottery Funds) For the purposes of the allocation of technology funds from the lottery proceeds, $125,000 shall be transferred from the portion designated for two-year institutions to the portion designated for four-year institutions for each University of South Carolina two-year institution that has moved to a four-year status since 2000.

3.3. (LEA: Election Day Sales) For the current fiscal year, Section 59-150-210(E) is suspended.

3.4. (LEA: FY 2013-14 Lottery Funding) There is appropriated from the Education Lottery Account for the following education purposes and programs and funds for these programs and purposes shall be transferred by the Budget and Control Board as directed below. These appropriations must be used to supplement and not supplant existing funds for education.

The Budget and Control Board is directed to prepare the subsequent Lottery Expenditure Account detail budget to reflect the appropriations of the Education Lottery Account as provided in this section.

All Education Lottery Account revenue shall be carried forward from the prior fiscal year into the current fiscal year including any interest earnings, which shall be used to support the appropriations contained below.

For Fiscal Year 2013-14 certified net lottery proceeds and investment earnings and any other proceeds identified by this provision are appropriated as follows:

(1) Commission on Higher Education and State Board for Technical and Comprehensive Education--Tuition Assistance ..... $ 47,400,000;
(2) Commission on Higher Education--LIFE Scholarships as provided in Chapter 149, Title 59 ..... $ 109,306,354;
(3) Commission on Higher Education--HOPE Scholarships as provided in Section 59-150-370 ..... $ 7,779,856;
(4) Commission on Higher Education—Palmetto Fellows Scholarships as provided in Section 59-104-20 ..... $ 30,777,240;
(5) Commission on Higher Education--Need-Based Grants ..... $ 13,000,000;
(6) Tuitions Grants Commission--Tuition Grants ..... $ 8,000,000;
(7) Commission on Higher Education--National Guard Tuition Repayment Program as provided in Section 59-111-75 ..... $ 4,545,000;
(8) South Carolina State University ..... $ 2,500,000;
(9) Technology--Public Four-Year Universities, Two-Year Institutions, and State Technical Colleges ..... $ 7,301,816;

(10) Department of Education--K-5 Reading, Math, Science & Social Studies Program as provided in Section 59-1-525 ..... $ 26,291,798;
(11) Department of Education--Grades 6-8 Reading, Math, Science & Social Studies Program ..... $ 2,000,000;
(12) School for the Deaf and the Blind--Technology ..... $ 200,000;
(13) Commission on Higher Education--Higher Education Excellence Enhancement Program ..... $ 1,028,053;
(14) Commission on Higher Education--Public Four-Year Universities, Two-Year Branch Campuses, and State Technical Colleges--Academic Facility Building, Repair and Maintenance, and Training ..... $ 10,509,883;
(15) Department of Education--Digital Instructional Material ..... $ 4,000,000;
(16) Department of Education--New School Buses ..... $ 3,510,000;
(17) State Library--Union County Carnegie Library Renovations ..... $ 1,250,000; and
(18) Department of Education--New Carolina Transformation in Education ..... $ 100,000.

Fiscal Year 2013-14 funds appropriated to the Commission on Higher Education for Tuition Assistance must be distributed to the technical colleges and two-year institutions as provided in Section 59-150-360. Annually the State Board for Technical and Comprehensive Education and the Commission on Higher Education shall develop the Tuition Assistance distribution of funds appropriated.

Of the funds appropriated to South Carolina State University, $250,000 may be used for the BRIDGE Program.

The funds appropriated above in subitem (14) to the Commission on Higher Education for Public Four-Year Universities, Two-Year Branch Campuses, and State Technical Colleges--Academic Facility Building, Repair and Maintenance, and Training shall be distributed as follows:

(1) Four-Year University and Two-Year Branch Campus Repair and Maintenance - 1:1 Match ..... $ 1,919,883;
(2) Spartanburg Community College - Academic Student Center/Industrial Training ..... $ 840,000;
(3) Midlands Technical College - Quick Jobs Program ..... $ 500,000;
(4) Francis Marion University - Health Sciences Building - 2:1 Match ..... $ 3,250,000;
(5) Horry-Georgetown Technical College - Culinary Arts Academic Building 1:1 Match ..... $ 2,000,000; and
(6) Tri-County Technical College - Oconee Economic Development and Workforce Center - 1:1 Match ..... $ 2,000,000.

The provisions of Section 2-75-30 of the 1976 Code regarding the aggregate amount of funding provided for the Centers of Excellence Matching Endowment are suspended for the current fiscal year.

The Commission on Higher Education is authorized to temporarily transfer funds between appropriated line items in order to ensure the timely receipt of scholarships and tuition assistance. It is the goal of the General Assembly to fund the Tuition Assistance program at such a level to support at least $996 per student per term for full time students.

Fiscal Year 2013-14 net lottery proceeds and investment earnings in excess of the certified net lottery proceeds and investment earnings for this period are appropriated and must be used to ensure that all LIFE, HOPE, and Palmetto Fellows Scholarships for Fiscal Year 2013-14 are fully funded.

If the lottery revenue received for Fiscal Year 2013-14 is less than the amounts appropriated, the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis, except that a reduction must not be applied to the funding of LIFE, HOPE, and Palmetto Fellows Scholarships.

The Commission on Higher Education is authorized to use up to $260,000 of the funds appropriated in this provision for LIFE, HOPE, and Palmetto Fellows scholarships to provide the necessary level of program support for the scholarship award process.

The Higher Education Tuition Grants Commission is authorized to use up to $70,000 of the funds appropriated in this provision for Tuition Grants to provide the necessary level of program support for the grants award process.

For Fiscal Year 2013-14, of the funds certified from unclaimed prizes, $1,700,000 shall be appropriated to the Department of Education for the purchase of new school buses; $1,700,000 shall be appropriated to the Commission on Higher Education and State Board for Technical and Comprehensive Education for Tuition Assistance Two Year Institutions; $50,000 shall be appropriated to the Department of Alcohol and Other Drug Abuse Services for gambling addiction services; $2,950,000 shall be appropriated to the Commission on Higher Education for the Higher Education Excellence Enhancement Program; and $1,600,000 shall be appropriated to the Department of Education for K-5 Reading, Math, Science & Social Studies Program as provided in Section 59-1-525.

If the lottery revenue received from certified unclaimed prizes for Fiscal Year 2013-14 is less than the amounts appropriated, the projects and programs receiving appropriations for any such year shall have their appropriations reduced on a pro rata basis.

Of any unclaimed prize funds available in excess of the Board of Economic Advisors estimate, the first $3,300,000 shall be directed to the Department of Education for new school buses. The next $1,500,000 shall be directed to the Commission on Higher Education for the Partnership Among South Carolina Academic Libraries (PASCAL) Program. The next $5,470,093 shall be directed for Technology: Public Four-Year Universities, Two-Year Institutions, and State Technical Colleges. The next $2,000,000 shall be directed to the State Library for Aid to County Libraries. The next $1,000,000 shall be directed to the Commission on Higher Education for the Higher Education Excellence Enhancement Program. The next $4,000,000 shall be directed to the State Board for Technical and Comprehensive Education for the Allied Health Initiative. The next $1,000,000 shall be directed to the Commission on Higher Education for the Critical Needs Nursing Program. All additional revenue in excess of the amount certified by the Board of Economic Advisors for unclaimed prizes shall be distributed to the Commission on Higher Education for LIFE, HOPE, and Palmetto Fellows Scholarships.

For Fiscal Year 2013-14, net lottery proceeds and investment earnings realized in the prior fiscal year above the amounts needed to fund the appropriations in this provision are appropriated as follows on a pro-rata basis:

(1) Department of Education--New School Buses ..... $ 3,500,000;

(2) Department of Education--Textbooks..... $ 1,500,000;

(3) Commission on Higher Education--Public Four-Year Universities, Two-Year Branch Campuses--Repair and Maintenance 1:1 Match ..... $ 12,075,000;

(4) State Board for Technical and Comprehensive Education--Manufacturing Skills Standards Council Initiative..... $ 1,275,000;

(5) Commission on Higher Education--Technology--Public Four-Year Universities, Two-Year Institutions, and State Technical Colleges ..... $ 2,275,000;

(6) Department of Alcohol and Other Drug Abuse Services for Gambling Addiction Services..... $ 100,000;
(7) School for the Deaf and the Blind--Technology..... $ 200,000; and
(8) University of South Carolina-Aiken--Science Center/Building-Roof and HVAC Repair/Replacement..... $ 575,000.

Based on the methodology described below, funds allocated in this provision to the Commission on Higher Education for repair and maintenance at public four-year universities and two-year branch campuses may only be distributed to an institution to the extent the funds are matched by the institution for repair and maintenance. Matching funds exclude supplemental, capital reserve, lottery, or other non-recurring state funds appropriated to an institution either in the current fiscal year or from a prior fiscal year for repair and maintenance or deferred maintenance projects. Prior to the distribution of these funds, institutions must certify to the commission, in a manner it prescribes, the extent to which they have met this requirement, including the sources of funds utilized to meet this requirement. The commission shall notify the Joint Bond Review Committee of the certification received pursuant to this provision. Upon certification, the funds shall be distributed to institutions on a pro rata basis based on the distribution methodology described below provided that the distribution does not exceed an institution's pro rata share or the amount matched by the institution if less than that share. The distribution methodology to be used by the commission shall be based on each institution's proportion of general fund appropriation in Part IA of Act 288 of 2012 as compared to the total general fund appropriation in that Act for all public four-year universities and two-year branch campuses. Funds not matched and distributed shall be carried forward by the commission and used for LIFE, HOPE, and Palmetto Fellows Scholarships. Not later than one hundred twenty days after the close of the fiscal year, the commission shall report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee regarding the utilization of this provision specifically, as well as the amount spent in the current fiscal year by each public institution of higher learning, by source of funds, on repair and maintenance projects generally, including restoration and renewal of existing facilities or infrastructure, and the amount of repair and maintenance, including restoration and renewal projects, deferred to a subsequent fiscal year by each institution, if any, and the reasons for the deferral.

SECTION 5 - H71-WIL LOU GRAY OPPORTUNITY SCHOOL

5.1. (WLG: Truants) The Opportunity School will incorporate into its program services for students, ages fifteen and over, who are deemed truant; and will cooperate with the Department of Juvenile Justice, the Family Courts, and School districts to encourage the removal of truant students to the Opportunity School when such students can be served appropriately by the Opportunity School's program.

5.2. (WLG: GED Test) Students attending school at the Wil Lou Gray Opportunity School that are sixteen years of age and are unable to remain enrolled due to the necessity of immediate employment or enrollment in post secondary education may be eligible to take the General Education Development (GED) Test. Prior to taking the GED the student must be pretested using the official General Education Development Practice Test and score a minimum of 2200.